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ABSTRACT

Addressing the problems of access and time constraints, this curriculum guide describes a core undergraduate women's studies course in which college level students learn to research, prepare, and present nonsexist curriculum units for public school classrooms. The course was designed to: (1) compensate for the lack of information in the traditional curriculum about women in culture and society; (2) correct any sexism and misinformation generated by traditional disciplines; and (3) equip students to contribute new research and knowledge in the field of women's studies. Containing information on how to recruit both teachers and course participants, this document also includes instructional packets which focus on teaching units for elementary, middle, and junior/senior high school students. Tests utilized to evaluate course participants' sex biases, a course syllabus, and student assignments are included. Stressing the educational objectives of content, skills, and experience, the course lectures focus on: (1) assumptions about males and females, (2) the socialization process, (3) videotaping, (4) sources of information, (5) school socialization, (6) bias in language, and (7) sexism and other "Isms" in educational curriculums. Sample testing, course evaluation instruments, examples of various grade level curriculum units, and an annotated bibliography are featured; and charts and graphs are included. (JHP)

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Nonsexist Curriculum Development: Theory into Practice

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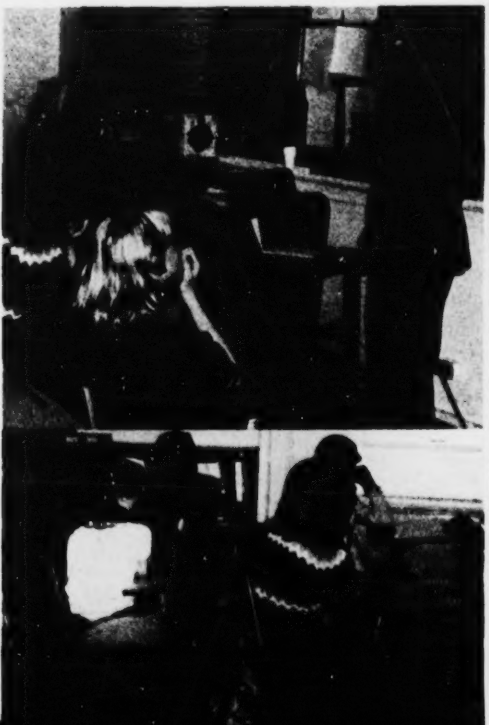
The Handbook of the Curriculum Design Project at the University of Colorado, Boulder

Barbara Parker



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Nonsexist Curriculum Development: Theory into Practice

The Handbook of the Curriculum Design Project
at the University of Colorado, Boulder

Barbara Parker

This Handbook was prepared in fulfillment of Grant #G008102165 awarded by the Fund for the Improvement of Postsecondary Education. The Project presented herein was performed pursuant to a grant from the United States Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

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NONSEXIST CURRICULUM DEVELOPMENT: THEORY INTO PRACTICE

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The following pages are a faithful representation of the several field tests of the Curriculum Design Project at the University of Colorado, Boulder. They capture a collective best effort to guide others in developing similar programs and courses in nonsexist teaching. Everyone who has taught the course has contributed something toward advancing the model; everyone who enrolled and participated in the course made similar contributions. All of them have been invaluable in shaping the model presented here.

There are, of course, a number of people who deserve special mention. Felicia Lynch, Project Director at the Fund for the Improvement of Postsecondary Education, has been one of those persons—supportive, encouraging, always believing that the project would succeed, always sure to do all she could to foster success. Billie Lindsey and Carolyn Stefanco-Schill both taught the course as I had designed it and in the process demonstrated its flaws and helped to fix them. Directors and colleagues in the Women Studies Program at the University of Colorado, Boulder were a ready source of advice and aid, without which the project could not have continued. I particularly thank Judy Weltman and Jane Slaughter for their consistently high levels of professional and personal support. I am grateful for all the help I have received that is not explicitly acknowledged here; you all made it possible.

Barbara Parker
Summer 1984

I. Rationale

The Women Studies Curriculum Design Project was developed to respond to several apparent needs expressed by both in-service teachers and college students interested in the practical aspects of nonsexist teaching and learning. Public school teachers in Boulder, Colorado wanted to adapt their curricula to include materials reflective of a priority for sex- and race-fair learning, but there were two principal barriers to implementation:

A. Most in-service teachers earned their teaching certificates before women, Black, and Chicano studies programs came into existence. As a result, few teachers have formal training in these fields, limiting their awareness of existing materials and theories on nonsexist teaching.

B. Severe time limitations for planning purposes constrain teachers who wish to increase their classroom use of nonsexist materials.

The University of Colorado at Boulder attempts to increase access to nonsexist and nonracist curriculum materials by offering workshops, seminars, and lectures for in-service teachers. While this approach may improve access, it does little to alleviate the time constraints those teachers face. The focus of the Women Studies Curriculum Design Project is to address, in tandem, both access and the time constraint barriers to the integration of sex- and race-fair curriculum materials. The subject of this guidebook is the solution we developed at CU, Boulder: a core undergraduate course in women's studies in which college-level students learn to research, prepare, and present nonsexist curriculum units for public school classrooms.

This handbook is organized to serve as a guide to other educational institutions that wish to replicate all or part of this project in their own communities. The contents include the course lectures and class materials as well as reading lists, an annotated bibliography of nonsexist curriculum materials, sample letters to teachers, and teaching notes to provide suggestions for replication and adaptation of this project.

A first step for replicating this project is to convince college or university administrators of the need to include this course in the curriculum. The three primary goals at most institutions of higher education are teaching, research, and service, all of which goals are partially met by this project, and which are outlined below.

The Women Studies Program at the University of Colorado, Boulder was chartered in 1974 in response to two identified needs. The first was, and has remained, to develop, teach, and evaluate a new academic curriculum for students in the College of Arts and Sciences. These courses were designed to a) compensate for the lack of information on women in culture and society in the traditional curriculum, b) correct the sexism and misinformation generated by traditional disciplines, and c) adequately equip Women Studies students to contribute to new research and knowledge in the field of women's studies. To date, the Program has successfully introduced change in the curriculum of the College both by influencing the content of courses in the traditional disciplines and by introducing new and interdisciplinary core courses in the field of women's studies. The Program was also charged with forging links between the academic disciplines and institutions and the community—both local and global. Our purpose has been to share the developing knowledge of women's studies with those who can most effectively use this information to the advantage of progressively more individuals and groups.

The following faculty/student project, called the Women Studies Curriculum Design Project, embodies the programmatic goals described above. It also provides the specific means with which to improve academic opportunities to University of Colorado students while translating those opportunities into community learning. This program serves as a model for other colleges and universities, both in the area of women's studies, and in other disciplines (such as the high technology fields) that are either new in character or that upgrade methods or produce new discoveries with such regularity that they require and value the rapid distribution of such new knowledge to individuals who can put it to immediate and practical use.

In June, 1980, Women Studies Program personnel at the University of Colorado, Boulder (UCB) undertook the coordination and establishment of a statewide Women's Studies Day scheduled for November, 1980. The National Women's Studies Association (NWSA) had suggested that all states sponsor such a day. In Colorado, implementation was linked to the skills and interests available in self-selecting Colorado communities, most of which had connections to or held memberships in the Colorado Women's Studies Association (CWSA). The UCB Women Studies Program initiated and coordinated statewide activities by soliciting and implementing a gubernatorial proclamation of Women's Studies Day, developing and mailing press packets for adaptation and use in local communities, informing local and state publications of celebratory activities, and gathering and evaluating responses to the project for presentation at the Spring 1981 meeting of the CWSA. In Boulder, the Women Studies Program also sponsored local activities, including a pilot or trial Curriculum Design Project.

Curriculum Design placed women's studies students, as guest lecturers, in local educational situations, including secondary and elementary school classrooms, as well as special learning environments for physically handicapped young adults. The purpose of the project was to provide a university/community link in celebration of Women's Studies Day. College students enrolled in women's studies classes had the otherwise unavailable opportunity of developing a women's studies curriculum unit for presentation to others. As part of this experience, the student guest lecturers had a chance to evaluate their ability to organize and articulate ideas to a specific audience, and to assess their personal ease in adapting to new situations. In some cases the lecture was delivered by a team of women's studies students. Teachers who hosted a guest lecture had the opportunity to test new material and new ideas with their students, to learn more about the field of women's studies, and to connect with women's studies resource materials available through the Women Studies Program. For the Program, the direct advantages were to inform community teachers about both the services and the resources of the Program, to demonstrate the viability of academic/community linkages both to the community and to the university administration, to expand awareness of women's studies curriculum in the state and across the nation, and to provide additional experiential opportunities to women's studies students at UCB.

We initially anticipated that a few teachers in a few schools would request a guest lecturer, expecting to match them with the 10-12 women's studies students who we expected would want to participate. We were overwhelmed by actual response, both to teach and to learn. In fact, we placed 25-30 women's studies students as guest lecturers, some of whom delivered the same lecture in two or three different settings. Both teachers and students requested that this project be incorporated as a regular feature of the Women Studies Program (see Chapter II for further details).

The field test as described proved useful in demonstrating that needs existed and could be met by the University. Other types of needs assessments could be conducted. For example, students enrolled in current women's studies or education classes can be asked to complete a questionnaire expressing their willingness to enroll in a course of the sort described. Teachers in schools could also be invited to respond to an interest questionnaire. It has been our experience that a new course has a much greater probability of success when we are able to demonstrate both interest and worth in some quantifiable way. Any type of local assessment of need can be amplified by data reported elsewhere in this handbook giving evidence of the positive results of the project for all participants.

The teaching rationale for the course is that it equips liberal arts students with experience in developing curriculum materials, an experience now limited to education students, and provides education students with the chance to equip themselves with new research and knowledge of women's studies as part of their educational training. In all cases, the experience provides students with opportunities to test themselves and their research skills in a supportive learning environment, and enhances students' abilities to participate in community improvement. The systematic application of this program has potential to improve in-service skills of school teachers; affect career aspirations of students in all learning environments; demonstrate the community viability of research materials developed through and in women's studies programs; and provide synergistic links among all these groups.

The course (Women Studies 304) has been offered five times at UCB and enrolls from 12-25 students per semester. This size is optimum in order to develop a group dynamic, but a smaller group is possible. Each student is expected to develop one or more curriculum units and to present the unit(s) in a classroom setting. Although we had originally expected that placements would range from elementary through secondary school classrooms, interest was expressed by a broader audience including pre-school through university. In order to respond to this broad range of interest we did expand the project to accept placements from teachers in any in-service environment.

Costs for teaching this course are similar to the expected costs for any other course in the regular curriculum, with the exception of curriculum materials needed to demonstrate how others have developed teaching units. These additional costs may range from $200–500, depending on availability of resources that are already held by the college or university through special collections or the central library. A part of the course at the University of Colorado is videotaping of practice presentations; these costs are absorbed as part of the university's instructional program, but may be an additional cost at other sites.

II. Project Approach and Outreach to Teachers and Students

Once the course has been adopted for inclusion in the college or university curriculum the next step is to identify both student and teacher participants.

A. Identifying Teacher Participants.

There are a variety of ways to inform and interest teacher participants. Among those that we tried are the following.

1) We asked faculty from the School of Education to provide us with names and school locations of teachers who they thought would be interested in the project.
2) We used mailing lists from previous workshops and seminars in nonsexist education.
3) The WMST 304 instructor made a presentation describing the course to the local school district's Title IX committee.
4) The school district newsletter carried a short article describing the project.
5) The local paper also carried a story covering the project.
6) Public radio stations carried short spots describing the community outreach aspect of the project.

All of the methods we used had some measure of success initially, but we found that meeting with the Title IX committee had the greatest impact. Title IX committee members already have an interest in educational equity, and are likely to know other teachers who share that interest. After this course had been offered the first time, we found that the reliable ways to interest teachers were through word-of-mouth and the Title IX committee. The letters and flyers we used to interest teachers appear on the following pages and can be adapted for local use. The packets include:

1) Initial contact letter; Flyer describing the project; Interest form.
2) Follow-up acknowledging interest expressed by teacher: Questionnaire on specific unit suggested, time commitment offered.
3) Letter thanking teacher for participation; questionnaire assessing experience.
4) Letter soliciting interest for subsequent semesters.

PACKET 1

Date

Dear ___________:

I am writing to inform you of a new opportunity that has become available to teachers in the Boulder Valley Schools. The Project is called "Women Studies Curriculum Design." It is designed to support nonsexist curriculum use in local schools; a full description and history of that Project is detailed on the enclosed flyers. The Project will be implemented in the schools in Spring 1982.

In brief, the Project will serve teachers by responding to their needs for nonsexist curriculum units. We know that many teachers would like to expand their use of nonsexist curriculum materials, but that time and resource availability are barriers. What we propose to do is help reduce those barriers by training junior and senior level college students to research, prepare, and present nonsexist curriculum units in your classroom.

The students will develop units which you suggest to us as being relevant to the age level and subject matter that you teach. By inviting a student into your classroom, you will have the opportunity to test new material, assess the ways in which your students respond to new materials, and gain new materials for your future use without the time investment usually associated with curriculum development.

If you choose to be a participating teacher, this is what would be expected of you:

1) To agree to sponsor a student one or more times per semester. The student will work with you in developing the nonsexist curriculum unit to the degree that you determine. Students will be prepared to begin assignments in March.

2) Participate in short evaluative pre- and post-test as a way for us to learn from the Project, redesign where suggested, and improve this service in subsequent years.

If you think that this is a Project that could be useful to you, please let us know of your interest by contacting a member of the Women Studies staff at the number and/or address given on this letter. This Project will be funded and taught in each semester from now through Spring 1984; thereafter, it will be taught once per year. I invite you to call us if you have any questions or suggestions to make.

Thank you for your interest.

Barbara Parker, Project Director

The Women Studies Curriculum Design Project

In November 1980 the Women Studies Program at the University of Colorado, Boulder, commemorated Women's Studies Day in Colorado by offering Boulder area teachers the opportunity to invite a guest lecturer into the classroom. Participating teachers told us what they needed in terms of nonsexist curriculum development. We, in turn, found students who welcomed the challenge of developing those units. Teacher response was overwhelmingly positive. Excellent guest lectures were delivered on topics as diverse as nonsexist language, the suffrage movement in the U.S., women in the theatre, double jeopardy for the disabled female, women in Asia, and other areas of interest. Participating teachers included those from both elementary and secondary schools.

As a result of teacher interest, the Women Studies Program refined the "guest-lecturer-in-women's-studies" concept. We wrote a proposal to the Fund for the Improvement of Postsecondary Education (FIPSE), and in August of this year we learned that we had been awarded supporting grant monies. FIPSE funds will now allow us to institute the following:

1. The Women Studies Program at CU will develop a junior-level university course. In this three-hour course, university students—male and female—will develop the skills to research and prepare nonsexist curriculum units. The course will be offered for the first time in spring of 1982. We expect to enroll students from Arts and Sciences, the School of Education, and other Colleges at the University of Colorado, Boulder.
2. Teachers from local elementary and secondary schools (both public and private) will be given the opportunity to have these university students prepare and present nonsexist curriculum units in their own classrooms. Participating teachers will suggest topics relevant to the needs of their classroom students.
3. An Advisory Board will be created in order to assure citizen input on all phases of the Project. Volunteers on the board are expected to represent the racial, cultural, social, age, ability, and gender composition of our community.
4. On the basis of experience gained in this Boulder community/University project, this course on Women Studies Curriculum Design will be introduced at the University of Northern Colorado in 1982-83. It will also be the subject of a handbook and replication project, to be made available to other communities in the nation in 1983-84.

If you are interested in participating in the Curriculum Design Project described above, or you have questions you would like answered concerning the Project, we would like to hear from you at:

Curriculum Design Project
Women Studies Program, Ketchum 30
Campus Box 325
University of Colorado
Boulder, Colorado 80309
303/492-8923

WOMEN STUDIES CURRICULUM DESIGN PROJECT

Date

If you are interested in the Project described, would you help us to keep in touch with you by completing and returning the following form? Thank you.

NAME: ____________________

MAILING ADDRESS: ____________________

____

SCHOOL ASSIGNMENT: ____________________

GRADE LEVEL: ____________________

SUBJECT AREA: ____________________

TELEPHONE NUMBER(S): ____________________

Are you interested in participating in the Curriculum Design Project?
☐ YES ☐ POSSIBLY, KEEP ME INFORMED

Are you interested in receiving notice of resource materials that become available?
☐ YES ☐ POSSIBLY

Comments:

If you know of other teachers who you think would be interested in this opportunity please help us to contact them by filling in the following blanks:

NAME: ____________________

SCHOOL: ____________________

Please complete and return to: (address)

PACKET 2

WOMEN STUDIES CURRICULUM DESIGN PROJECT
WMST 304: PUBLIC SCHOOL LIAISONS—SPRING 1983

Name: ____________________	School: ____________________
Primary subject now teaching: ____________________	Grade(s) now teaching: ____________________

INTRODUCTION: Because this is a new type of experience for college students, it is important that we understand its evolution. In this way, each semester can be improved as needed. Although we ask for your name, this is for follow-up purposes only. All forms remain with project personnel and will *not* go to the public schools. It should take about 10 minutes to complete this form. Please be candid; your honesty is appreciated. In advance, thanks for your time and opinions.

1. To begin, why did you become involved in the project? Please check (✓) all that apply.

_____ Interest in women's studies
_____ Interest in curricular reform
_____ Interest in sex discrimination
_____ Need for teaching assistants
_____ Desire to provide teaching experience to college student
_____ Desire to have your students exposed to women's studies curriculum
_____ Other (explain):

Note: If you checked more than one of the above, add an asterisk (*) next to the reason of primary importance to you.

2. How did you hear about this project?

_____ Newspaper publicity
_____ School newsletter
_____ District newsletter
_____ Other teachers/staff
_____ Other (explain):

3. How well do you feel you understand the purposes and goals of the Women Studies Curriculum Design Project?

_____ very well _____ generally well _____ somewhat well _____ not too well _____ not at all well

4. In terms of your role in the project, could Ms. Parker assist you with other resources or help? ____ yes ____ no
If yes, what or how?

This page of the questionnaire will be given to the student who is assigned to the project/lecture you suggest. A copy also will be retained for Project records. If you wish to suggest more than one project, will you list them under Question 7 in order of importance to you?

Name: ______________________________

School: ______________________________

Address: ______________________________

Telephone: ______________________________

Best time to reach you at the number(s) listed above: ______________________________

5. Approximately how much time per week could you give to a college student in WMST 304?

_____ Less than 2 hours per week
_____ More than 5 hours per week
_____ 2-5 hours per week

6. Are you willing to have the assigned student observe your class?

_____ Yes: Times and days that are most appropriate for an observation visit(s):
_____ No

7. What is the general or specific topic that you would like to assign to the WMST 304 students?

8. What are the two pieces of advice you would give to a WMST 304 student to help her/him succeed in your class?

a)

b)

9. What criteria would tell you that this experience was a success?

10. What are the three most important things you hope this project does for you and/or your class?

    a)

    b)

    c)

11. Do you have any concerns about being involved with this project?

    _____ yes, lots   _____ yes, some   _____ none

    If yes, please explain:

12. Other comments (e.g., advice to Ms. Parker, ideas for the project, etc.)?

Signed: ____

THE WOMEN STUDIES CURRICULUM DESIGN PROJECT

CURRICULUM UNITS ON NONSEXIST TEACHING

August 1983

Copies Available from:
Boulder Valley School District
Professional Library
University of Colorado Women Studies
Curriculum Design Project Library

BOULDER VALLEY SCHOOL DISTRICT'S COMMITMENT

Every pupil of this school district *will* have equal educational opportunities regardless of race, color, creed, sex, national origin, or handicap.

THE WOMEN STUDIES CURRICULUM DESIGN PROJECT

In August 1981, the Women Studies Program at the University of Colorado, Boulder, was awarded a three-year grant from the Fund for the Improvement of Postsecondary Education. Under the direction of Barbara Parker, this award has permitted the Women Studies Program to develop an innovative university course to instruct college students to research, prepare, and present nonsexist curriculum units in local school classrooms. The nonsexist units have been developed in consultation/cooperation with participating elementary and secondary school teachers in order to assure the relevance of selected topics for classrooms.

The integrated approach used in the Curriculum Design Project has provided benefits for all participants, some of which are:

Students:

University students enrolled in the course (WMST 304) have increased their cognitive knowledge of women studies, curriculum design, and research methods.

At the elementary and secondary level, pupils have also broadened cognitive knowledge about issues of sexism.

Teachers:

Teachers have had the opportunity to increase their classroom use of nonsexist materials through the assistance of the Curriculum Design Project students' research efforts.

University of Colorado Women Studies Program:

The Curriculum Design Project is one method of linking the University with its surrounding community. A wealth of knowledge and research is created at the university level. Through this Project, that wealth can be shared with other educators locally. Moreover, because this Project will serve as the model for universities and colleges nationwide, the University of Colorado, the Women Studies Program, and the Boulder community are offered an opportunity to develop educational equity at local, state, and national levels.

If you would like more information on the Curriculum Design Project, please contact: Barbara Parker, Curriculum Design Project, Women Studies Department, Ketchum 30, Campus Box 325, University of Colorado, Boulder, CO 80309, (303) 492-8923.

Although the individual curriculum units were designed with a specific educational level in mind, all units can be adapted to fit the needs of teachers in all grades.

ELEMENTARY SCHOOL

A Track and Field Packet

Aids elementary physical education teachers in redesigning Track and Field Day to meet the requirements of Physical Education Title IX Compliance and also includes its basic guidelines. Primary purpose is to provide students with a variety of traditional and nontraditional track and field events which stimulate their abilities and morale through nonsexist activities.

Prepared for Jim Rhodes, Bear Creek Elementary, by Freddie Buckland.

Cooperative Games—Noncompetitive Physical Education Activities for Grades K-2

Designed to stress cooperation and enjoyment of activity more than competitiveness, particularly for Track and Field Day. Provides activities for different age levels, designed to minimize any advantages some students may have over others so that most have an equal chance of winning.

Prepared for Connie Champion, Lincoln Elementary, by Gayle Hardine.

Cooperative Games—Noncompetitive Physical Education Activities for Grades 4-6

Activities designed to stress cooperation and enjoyment more than competitiveness including a track and field day. Unit provides activities for different age levels, designed to minimize any advantages some students may have over others so that most have an equal chance of winning.

Prepared for Connie Champion, Lincoln Elementary, by Gayle Hardine.

Understanding Sexism

Designed to help young people understand and recognize sexism in the world around them including their own sexist feelings. Students are encouraged to explore why sexism is a current issue and how and why it relates to them.

Prepared for Cheri Merriman, Crestview Elementary, by Janet Faucett.

Socialization Practices that Encourage the Development of Boys and Girls as Human Beings

Teaches students to question the sex biases that they are already unconsciously accepting and acting out in their own interactions. Explores ways to experiment in order to overcome notions of traditional roles and social limitations.

Prepared for Lu Knotts, Mapleton Elementary, by Julie Yowell.

Nonsexist Jobs, Roles, or Activities

Designed to question traditional sex roles and stereotypes in areas of employment, roles, and activities or abilities. Deals specifically with mathematical ability stereotypes and mathematics-related jobs. Provides a list of story problems showing individuals in nontraditional roles.

Prepared for June Howard, Foothills Elementary, by Lorraine Gray and Becky Miller.

Nontraditional Career Opportunities

One purpose of this unit is to illustrate opportunities children have as they grow up, and to show that activities, jobs, and hobbies are equally open to boys and girls. Second purpose is to make students aware of career opportunities. Gives students the opportunity to discuss what they would like to experience, what careers they might want to consider as adults. Through exercises and games, they will be encouraged to keep open minds instead of socialized limitations.

Prepared for Jean Barr, Louisville Elementary, by Lori Monkarsh.

Sex Role Stereotyping

By discussion, writing, and teacher-directed activities, students will examine sexist stereotypes in both personal lives and careers. They will consider possible career options for themselves and their classmates, consider gender stereotypes and how they affect individuals, and consider how sex-role stereotyping leads to preconceptions concerning the capabilities of others.

Prepared for Carol deKock-Brickley, Billie Martinez Elementary, Greeley, by Dana M. Smith.

Sex-Role Stereotypes—Influence on Career Selection

Designed to enable students to recognize sex-role stereotypes; provides a number of nontraditional career ideas for both females and males.

Prepared for Mary Adams, 4th Grade, Greeley, by Collette Clarkson.

Life Choices for Women—a Choice Along the Continuum

Demonstrates the breadth of the continuum for women's life and career choices. Emphasizes the decision-making process when making career choices based on information and personal preference. Stresses that interpersonal conflict is sometimes inevitable when making career choices and should not be viewed as always being undesirable.

Prepared for James Armitage, University Hills Elementary, by Erika Shedlovsky.

Research Resources and Bibliography on Female Mythologies

Utilizes available resources to change children's perception of female mythological characters—from the stereotype of the subordinate female character to the less emphasized but more realistic role of the strong, independent female mythological character. Provides information on various resources available through the University of Colorado library systems as well as a bibliographic listing of both children's and adults' books on female mythology.

Prepared for Jean Jacobsen, Lincoln Elementary, by Becky Miller.

Nonsexist Fairy Tale Presentations

Proposes new techniques and theories for presenting fairy tales in the classroom for both instructor and student. Offers the teacher an alternative theoretical framework to consider when telling fairy tales in the classroom; offers children an imaginative experience which should broaden their awareness of nonsexist role models.

Prepared for Margo Palmer and Jean Jacobsen, Lincoln Elementary, by Suzanne Winters Lippolis.

Importance of Mathematics to Daily Living: Understanding Math Anxiety

Helps students understand what math anxiety is and provides methods to help overcome it. Also focuses on the computer age; the involvement of math in high powered, high paying jobs; and women's career roles in math.

Prepared for James Armitage, University Hills Elementary, by Melissa Gavend.

Women in History

Purpose is to increase student knowledge of black women in history and to improve the ability to research women in history.

In addition, nonsexist writing skills will be emphasized in the preparation of a newsletter concerning National Women's History Week.

Prepared for Joe Zupancic, Monfort Elementary, Greeley, by Kristin Wilson.

Annie Wauneka-Navajo Indian/the Navajo Women's Culture

Introduces young children to nonsexist materials that represent women as active, responsible, capable people. Students will learn the story of Annie Wauneka, a Navajo Indian who brought modern healthcare to the Navajo Indian Nation.

Prepared for Jean Jacobsen, University Hills Elementary, by Marolyn McCaffrey.

Peace Movement in the U.S./Women and the Military

Introduces students to the peace movement resulting from the Vietnam War. Deals with basic ideas of sexism and sexist assumptions and relates them to issues of the peace movement and women's roles in the military.

Prepared for James Armitage, University Hill Elementary, by Mary Boyle.

Women World Leaders and Governmental Role-Playing

Focuses on specific women world leaders and their roles and capabilities in making important governmental decisions. Provides short biographical descriptions of the following women leaders: Golda Meir, Indira Gandhi, Margaret Thatcher, and Patricia Schroeder.

Prepared for June Howard, Foothills Elementary, by Becky Miller and Lorraine Gray.

MIDDLE SCHOOL

Historical and Contemporary Relationships Between Men and Women in Asian Countries

Objective is to help students learn about the low status of women in the patriarchal societies of Asia. Focuses on the constraints placed on women in these cultures by both religion and society.

Prepared for Gary Rydzeski, Louisville Middle School, by Sandee Lutkus.

Language Arts—Nonverbal Behavior

Makes students aware of body language as a form of communication and of its importance to them. Considers various forms it may take. Provides a means of identifying sexism in nonverbal communication.

Prepared for Pam Wright, Louisville Middle School, by Patty Moss.

JUNIOR/SENIOR HIGH SCHOOL

Processes of Nonsexist Thinking

Focuses on stereotypes, socialization, sexism, and nonsexist language. Students are encouraged to relate personal experiences to the process of socialization and to sex-based stereotypes. Definitions of words associated with nonsexist thinking will be provided. The unit also focuses on how sex-role stereotyping affects and influences our lives.

Prepared for June Farone, Burbank Junior High, by Susan Dolton.

Understanding Nonsexist Language and Sex Roles

Suggests changes in students' sexist use of language and begins to eliminate stereotypic sex-role definitions; shows how to relate daily experiences and roles to issues in sexism and how to go about changing sexist behavior.

Prepared for June Farone, Burbank Junior High, by Melissa Gavend.

History of Women in the United States During the 1950s

Particular emphasis on the revival of the cultural ideal of domesticity. Emphasizes the change in the cultural ideal of a woman's place from World War II to the 1950s and the nature of that change.

Prepared for Dr. Eloise Timmons, Fairview High School, by Darcy Mordhurst.

Women in World War II

Gives background and perception of the attitudes and facts concerning working women during the pre-World War II, World War II, and post-World War II eras. Focuses on attitudes toward working women during the war and the ways women were encouraged to work for the war effort. Emphasis on post-World War II efforts to force women out of the labor force.

Prepared for Kitty Edwards, Boulder High School, by Leisa Meyer.

Women's Lives in Ancient and Modern Greece

Students will gain a general awareness of the pervasiveness of sexism in their own culture as a way of introducing them to the lives of women in Greece. Unit discusses women's lives in both ancient and modern Greece in terms of legal and social status.

Prepared for Carol Koch, Fairview High School, by Lorraine Gray.

Nonsexist Career Choices

Considers a variety of career possibilities while exploring skills necessary, as well as salary and employment outlooks. Presented from a nonsexist viewpoint with emphasis on nontraditional careers for women.

Prepared for Rita Kotter, Fairview High School, by Christine Tedesco.

Nonverbal Communication

Emphasizes how nonverbal communication helps maintain sex-role stereotyping for both males and females. Gives some basic ideas of the power of nonverbal communication in diminishing sex-role expectations.

Prepared for Janet Butterfield, Jr/Sr High, Greeley, by Peggy Wallin.

Nonsexist Childrearing Methods

Increases awareness and knowledge of philosophies, purposes, and practices of nonsexist childrearing methods; defines and relates terms of sexism and shows how they affect childrearing practices. Students will recognize how parents can influence their children's socialization through nonsexist childrearing methods.

Prepared for Karen Fentiman, Greeley Central High School, by Diane Griffith.

Sex Equity in Classical Literature

Illustrates sex equity in the area of classical literature, particularly Homer's *Iliad*. Deals specifically with the role of women in Greece at the time of the *Iliad*, providing a historical context for ancient

Greek culture in an effort to realize the roots of women's oppression.

Prepared for Tom Smith, Fairview High School, by Kathleen Hewett.

Stereotyping in Literature and Other Media

Sensitizes students to sexism and racism in literature and other media through the device of stereotyping. Students will recognize ethnic and sex stereotyping and will explore the progress or lack of it in achieving race and sex equity.

Prepared for Jane Carlson, Boulder High School, by Janet Faucett.

Internships and Mentors

This written unit instructs both students and counselors in finding summer mentors and internships, an important experience since it offers a real working situation. Major objective is knowledge of the processes necessary to obtain summer internships and mentors.

Prepared for Boulder High School by Cynthia Beatty.

PRESCHOOL

Teaching Preschoolers About Equity

Helps preschoolers see the equal opportunities possible in their future lives and work. Defines stereotypical views of men and women in literature and life and shows children how to alter these views. Emphasizes different work options available to both men and women in nontraditional areas.

Prepared for Ardie Dickson, New Horizons Cooperative Pre-School, by Pamela Hathaway.

Illustrating Sex Equity to Preschoolers

Alters stereotyped views of men and women often presented in educational materials for the young; also presents the world of work as a place where women and men participate in an enormous variety of nonstereotyped jobs. The unit helps children to understand, accept, and enjoy variations in their own and other families and also to validate reality rather than present them with a fixed family mold.

Prepared for Ardie Dickson, New Horizons Cooperative Pre-School, by Katie Dunn.

UNIVERSITY

Teachers Beware! Sexism in the Schools

Helps student-teachers raise their consciousness of sexism in the schools and become aware of their own behavior as teachers. Enables student-teachers to recognize and note the basis of sexist stereotypes as well as point out some academic, psychological and physical effects on boys and girls. Also discusses how stereotypical roles and beliefs are perpetrated in textbooks by defining the six forms of sex bias found in literature.

Prepared for Ruth Cline, University of Colorado School of Education, by Michael DeCamillis.

Sexual Stereotypes and Biases in Society

Examines commonly held assumptions about sex-appropriate roles, jobs, and behaviors for females and males and the effects of these stereotypes. Also identifies the six forms of sex biases in textbooks and how these affect children. Guidelines are given on how to select adequate, nonsexist supplementary materials for teaching in a nonsexist classroom.

Prepared for Mitchell Sakofs, University of Colorado School of Education, by Margaret Herring.

Combating Sexism in an Educational Environment

Gives future teachers a framework for combating sexism in an educational environment and an overall perspective on the issue of sexism in contemporary American society. Provides the student as a prospective teacher a theoretical basis from which to analyze sexism in the classroom and its effects.

Prepared for John Hass, University of Colorado School of Education, by Erika Shedlovsky and Kelly Wilkerson.

Alternative Futures: Feminize the Future

Helps university-level students understand sex-typed socialization, different world views of women and men, and how these views affect our lives.

Prepared for John Haas, University of Colorado School of Education, by Nancy Wagner.

PACKET 3

Date

Dear Teacher,

Thank you for your participation in the Women Studies Curriculum Design Project. As you may recall, this is a federally funded grant that is in the second of a three-year time period. Because your experiences will help to shape the future of this type of course, I am particularly interested in your comments and critical assessment.

For that purpose I have enclosed a copy of an evaluation form that I hope you will complete for each student who was assigned to your classroom. As you will notice, the form is several pages long but the check-off nature of the first portion will not consume much of your time. The second set of comments will go only to me, and will be invaluable to me as I reshape the course for the coming school year.

Overall, this project has been very successful (with only one or two hitches). I think I can attribute this in large part to the fantastic support I have received from each of you teaching in the schools.

If you liked this Project and would like to participate in the future, please let me know by an affirmative response to question 7. I would also appreciate your help in identifying other teachers who have expressed interest in knowing more about the Project for next year; there is room to note names and schools in question 11. If you have other comments on the Project that cannot be adequately dealt with in the evaluation form, please call me so that we may make arrangements to meet.

For your information I have enclosed a copy of the unit developed for your class this year as part of the Curriculum Design Project. Thank you again for your cooperation!

Sincerely,

Director
Curriculum Design Project

WMST 304: PUBLIC SCHOOL TEACHERS' REACTION FORM
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

INTRODUCTION : In order to help your WMST 304 student achieve the maximum benefit from this experience, it is important that she/he receive some feedback about her/his impact in your class. Please complete this form immediately and return it to Barbara Parker. In turn, she will pass the relevant section to the student. Your comments will not adversely affect her/his grade, but will only *help* the *student* learn from the experience. The second part of this form will help Ms. Parker improve the project. Your candor is appreciated. In advance, thank you for your time and cooperation.

Teacher's Name: ______________________ School: ______________________

WMST 304 Student's Name: ______________________ Course Title ______________________

1) Please rate these *presentation characteristics* by checking (✓) the appropriate space below.

a.	*Voice tone:*	dull	______	______	______	______	______	dynamic
b.	*Volume:*	too loud	______	______	______	______	______	too soft
c.	*Word choice:*	too simple	______	______	______	______	______	too complex
d.	*Gestures:*	natural	______	______	______	______	______	frozen
e.	*Creativity:*	very	______	______	______	______	______	not at all

2) Please rate these *personal appearance characteristics* by checking (✓) the appropriate space below.

a.	*Dress:*	sloppy	______	______	______	______	______	neat
b.	*Posture:*	good	______	______	______	______	______	poor
c.	*Facial expressions:*	sober	______	______	______	______	______	expressive

3) Please rate the *content* of the presentation by checking (✓) the appropriate space below.

a.	*Relevance:*	very	______	______	______	______	______	not at all
b.	*Quality of information:*	too theoretical	______	______	______	______	______	too trite
c.	*Organization:*	muddled	______	______	______	______	______	logical
d.	*Interest:*	very	______	______	______	______	______	not at all

4) *Overall characteristics* that you feel describe the WMST 304 student:

a. *Dependable:* very ______ ______ ______ ______ ______ not at all
b. *Friendly:* very ______ ______ ______ ______ ______ not at all
c. *Assertive:* very ______ ______ ______ ______ ______ not at all
d. *Knowledgable about nonsexist curriculum:* very ______ ______ ______ ______ ______ not at all
e. *Helpful:* very ______ ______ ______ ______ ______ not at all
f. *Tuned into your class:* very ______ ______ ______ ______ ______ not at all

5) Please rate the *overall impact* of this speech/unit on your students.

______ high ______ medium ______ low

WHY? (please explain):

The next set of questions focus on the project and your reactions to it. These comments will go to only Ms. Parker.

6) Did this experience meet your *expectations?*

______ completely ______ generally ______ somewhat ______ rarely ______ not at all

WHY? (please explain):

7) Would you like to participate in this Project *again*?

______ yes, in the fall ______ yes, in the spring ______ yes, perhaps next year ______ no

8) Do you plan to integrate this unit/speech/presentation into your curriculum plans in the *future*?

______ yes, definitely ______ yes, probably ______ yes, possibly ______ no

How and *When*?

9) Aside from what you expected to happen, did you experience any *surprises* or *unintended consequences* from this project? ______ yes ______ no

If *yes, what*? (please explain):

10) At this point, would you like to take a *women's studies course* as part of your recertification requirements?

______ yes, definitely ______ possibly ______ doubtfully ______ not at all

If yes, in what *area(s)*?

11) Do you know other teachers who want to be part of this Project next year?

Name ______________________________ School ______________________________

______________________________ ______________________________

12) One of the possible course changes next year would be to assign students to prepare sample bibliographies or collect research materials on nonsexist teaching for teacher use. This would probably be an assignment for students to complete early in the school semester. If this option were available, which would be of use to you? (Check as many as apply)

______ sample bibliography
______ collect research materials
______ reading list
______ other (specify)

13) Other comments:

Thank you for your cooperation!

Please complete and return this form to: (address)

PACKET 4

Date

Dear Teacher:

Some of you may already know about or have participated in the Women Studies Curriculum Design Project this past semester. In this Project, college students research, prepare, and present nonsexist curriculum units in support of in-service teachers.

This Project will be repeated during the Spring and Fall semesters of next year. I am writing now in order to identify teachers who believe they would like to cooperate with this Project next year. If you choose to respond, this is what you can expect:

1) At the beginning of the school year I will send you a form asking you to specify nonsexist curriculum units that would be relevant to your students.
2) I will match college students with your curriculum needs and make assignments.
3) You and the student assigned will establish the framework for the nonsexist unit, e.g., time, specific topic, supplementary materials, etc.
4) The student will research, prepare, and present the unit in your classroom.
5) The student will prepare a final draft of the curriculum unit; one copy will remain with you, and another with the Project.

For your information, and as an illustration of Project work, I have enclosed a pamphlet describing the types of curriculum units that have been developed in previous semesters. As you can see, this represents a broad range of skills and interests for both students and teachers.

I sincerely hope that you will choose to participate in this Project, and look forward to hearing from you at your earliest convenience. If you have questions or comments, please feel free to call me or Jane Slaughter at 492-8923. If you find that you are unable to use this service at present, would you tell others in your school about this opportunity? Thank you.

Sincerely,

Project Director

B. Identifying Student Participants.

Once a course is adopted as part of the regular curriculum the challenge is to enroll students for the first semester. We chose to attract students in several ways, often using a flyer we developed that described the course.

1) Women's studies and education faculty were asked to announce the availability of this new class for the coming semester and to pass out the flyer to their students.
2) Immediately before registration for new classes we asked the school newspaper to write a feature article on the innovative aspects of the course.
3) Flyers were posted and distributed among student organizations where we expected to find interested students, e.g., Feminist Alliance, Lesbian Caucus, Office for Disabled Students, Panhellenic Council.

Following the first successful semester of the course we found that word of mouth was our most successful means of interesting students.

This couse was adopted as a "core" course for the Women Studies Program at UCB. As such, students could use this course to meet the requirements for a Women Studies Certificate or for the Women Studies major. Moreover, at the University of Colorado, some women's studies courses satisfy liberal arts requirements for the social sciences leading to an undergraduate degree. Because we wished to ensure the long-term offering of this course, our early planning included a strategy for including this course as one of the core requirements in a liberal arts degree plan. Because we were able to include this course as a core requirement, students could meet their personal needs with this class while simultaneously satisfying regular degree requirements. In addition to providing the educational opportunity for students, integration of this sort helps prevent the possibility that students, their parents, or administrators could think of women's studies as an extracurricular or elective program of study.

The following page is the flyer we used to attract student enrollment. Also included is the evaluation of student response to the class during and following the first offering of the course, as well as a description of the changes made in the course as the result of the trial phase.

The Women Studies Curriculum Design Project

WOMEN STUDIES CURRICULUM DESIGN (WMST 304) will be offered for the first time in Spring Semester, 1982. This innovative new Women Studies course is designed to:

- Train undergraduate men and women to research, prepare, and present NONSEXIST CURRICULUM units in local schools;
- Assist college students in developing the research skills necessary to evaluate the role of women in society and culture;
- Foster professional growth for college students by providing experience in public speaking in the school environment;
- Help classroom teachers in elementary and secondary schools (both public and private) to develop NONSEXIST materials for classroom use;
- Provide an opportunity to apply classroom experience and learning to a community setting;
- Expand access to the body of knowledge now available in the field of women's studies;
- Develop an innovative method for distributing women's studies resource materials;
- Create an educational practicum for adaptation and use in universities and colleges nationwide.

WOMEN STUDIES 304: WOMEN STUDIES CURRICULUM DESIGN will be offered on Tuesday/Thursday from 11:00 to 12:15. The course carries 3 hours of credit. Women Studies students may use this course to fill part of the Certificate requirements; liberal arts majors may also use this course to fulfill a portion of the social science requirements. Instructor for the course is Barbara Parker.

Students may preregister for the class with the following prerequisites:

Women Studies 200 and 201
or
six hours of education credit
or
instructor consent

For additional information, contact:

Curriculum Design Project
Women Studies Program, Ketchum 30
University of Colorado
Boulder, Colorado 80309
303/492-8923

This Project is funded in part by a grant from the Fund for the Improvement of Postsecondary Education,
U.S. Department of Education.

Interim Report to FIPSE

In August, 1981, the Women Studies Program at the University of Colorado, Boulder, was awarded a three-year grant from the Fund for the Improvement of Postsecondary Education. The award supported the development of an innovative university course designed to train upper-division level students to research, prepare, and present nonsexist curriculum in local public and private school classrooms.

The experimental course was designed to encourage development of competence in students in the following areas:

1) knowledge of federal, state, and local mandates prohibiting discrimination on the basis of sex;
2) knowledge of common manifestations of sex bias in society and in formal educational settings;
3) research skills related to sex bias in academic disciplines;
4) knowledge of nonsexist curriculum development;
5) public speaking on sex equity to diverse audiences; and
6) professional practice in working with supervisors, peers, and student learners.

The Curriculum Design course (WMST 304) was offered through Women Studies as a course that would fulfill both requirements for undergraduate students in Arts and Sciences or could be taken as an elective course.

With grade points ranging from 3.1 to 3.6 (and a mean of 3.39 GPA), one sophomore, three juniors, and six seniors were represented in the field test group with declared majors as follows: English (with a Women Studies Certificate), Biology, History, Psychology, Anthropology, Economics, Journalism, Political Science, and Sociology.

Nine of the 10 women enrolled in the course declared their race as "white" or "caucasian"; one Jewish student was enrolled. All students were unmarried.

All were requested, and agreed, to participate in an evaluation process designed to measure the success of the first "field-test" year, to provide feedback for formative changes indicated by the results of various measurements, and to assure the replicability of this course/project for state and national use by universities and colleges interested in community service and linkages of this nature.

As participants in the field-test year, the 10 CU student participants were the primary audience that was evaluated for project impact. Cooperating public school representatives also responded to inquiries that reflected their experience with the project.

Both internal and external evaluation was conducted and results were positive, supporting the introduction of a similarly designed course at the University of Northern Colorado for school year 1982-1983. The report and data analysis also supported the development of a handbook for replication of the project nationally.

Evaluative tools included the following instruments:

"Attitudes Toward Women Scale," developed by Janet Spence (Harvard University) and Robert Helmreich (University of Texas). The AWS is an objective instrument and was used to measure attitudes and attitude changes in university student participants toward the rights and roles of women in contemporary society.

Content tests developed by Barbara Parker, Margaret A. Talburtt, and Carolyna Smiley-Marquez were administered to measure cognitive knowledge gains as a result of participation in the course. Included were three sets of instruments designed to measure: 1) knowledge of federal rules and regulations related to sex equity in educational settings; 2) identifying and naming instances of sex bias in narrative; and 3) cognitive knowledge of women's work issues.

A course evaluation, designed by Barbara Parker, Margaret A. Talburtt, and Carolyna Smiley-Marquez, was administered for the purpose of ascertaining the motives for enrollment in the course and to determine ways in which the Curriculum Design course met the aspirations of the women enrolled.

A pre-participation needs assessment and a post-participation evaluation were completed by the cooperating school educators as tools for formative and summative adaptation.

All instruments were scheduled for administration concurrently with the course as indicated on the following time-line for assessment.

ASSESSMENT TIME LINE: WMST 304

	1982						1983
	JAN	FEB	MAR	APR	MAY	JUNE	SPRING
COLLEGE STUDENTS	• Fem. Awareness • Self-Esteem • Title IX, Women & Work • Expectations	Mid-term assessment...		Speaking Feedback...		• Fem. Awareness Self-Esteem • Title IX, Women & Work • End-of-term Reactions	Follow-up form
PUBLIC SCHOOL TEACHERS	Expectations		....	Reactions Form........			Follow-up form
PUBLIC SCHOOL STUDENTS			....	Reactions Form.........			

As might be expected, the women enrolled in the Curriculum Design course were more liberal from the outset than one would expect in a random population of undergraduate students. In polling the participants, it was discovered that 40% planned to earn a certification in women's studies; all the students expressed a particular interest in the curriculum course because of its content.

Gains in cognitive areas (knowledge of Title IX; ability to identify sex bias in textbooks; and familiarity with sex bias in employment) as measured by pre- and post-tests (shown in chart A: "Sex Bias in Textbooks") averaged 15 to 20 percentage points.

Nine students took both the pre- and post-tests. In eight cases, the scores increased by two to six points (of 14 possible answers); in one case, there was no change. The mean increase for students enrolled in the course was 2.8 points or 20.6 percentage points between pre- and post-tests.

More striking than the cognitive gains of the university students, were the affective gains. Since participants enrolled in the course were self-selected on the basis of interest in women's studies and in this particular course, a certain level of consciousness can be assumed. However, attitude changes were significant in several areas. Students felt more strongly after the term experience that:

1) careers and professions should all be open to women;
2) responsibilities and rights within the home should be more equal; and
3) women should have sexual rights of choice within a relationship.

Participants expressed firmer convictions in the post-test than in the pre-test that there are no professions or businesses that are "more suitable for men than women"; that a woman's desire to work does not have to be bound to financial need only; than no career choice is necessarily "ridiculous" based on one's sex; and that merit systems in employment situations should be fair.

Changes in attitudes regarding rights and responsibilities within the home were expressed in two areas—financial and social. Participants felt stronger about a woman's right to household income for expenses and gifts after the completion of the course than before. Additionally, they felt it less important for the female to be responsible for minimizing irritation and inconvenience for the male in the home.

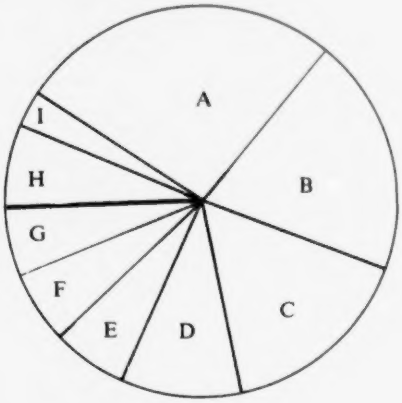
The final area of change was in the area of sexual rights and obligations. Participants expressed less value on "wifely submission" and fidelity as expected behaviors and more value on equal rights and mutual obligation of both marital partners in the post-test than in the pre-test (item by item responses can be found in Chart B).

In the pre-experience assessment, 26% of the students indicated a desire to gain skills in public speaking and content; 19% wanted more knowledge of feminist theory and principles; 16% wanted more knowledge of feminist and women's issues, the women's movement and history; 10% were interested in developing curriculum; and 6% (each) indicated interest in the following:

1) knowledge of sexism in education;
2) experience and teaching in schools;
3) working with children;
4) information on law and unequal treatment.

Three percent of the responses indicated a desire for gains in research skills.

UNIVERSITY STUDENT PARTICIPATION DESIRES FOR SKILLS GAINS EXPRESSED AT INTRODUCTION OF COURSE



A - Desire skills in public speaking
B - Want more knowledge of feminist theory and principles
C - Want more knowledge about women's issues, movement and history
D - Want to learn to develop curriculum
E - Want more knowledge of sexism in education
F - Want experience in teaching in schools
G - Want to work with children
H - Want information on law
I - Desire to gain skills in research

Where more than half the class assessed confidence in their speaking skills as "not at all good" or "not very good" at the beginning of the course, none reported this low rating of their skills at the end of the class. In fact, 100% evaluated their speaking skills at the end of their experience as "somewhat, generally, or very good."

Additionally, participant assessment of their research skills increased from 36% to 80% who felt "very good" about their skills in this traditional academic area.

When students rated their strengths at the end of the course, they expressed their greatest gains in self-esteem, followed by listening skills and creativity. Priorities ranged as follows:

1)	Self-Esteem	16%
2)	Listening Skills	14%
	Creativity	14%
3)	Nonsexist curriculum development	11%
	Organizational skills	11%
	Feminist awareness	11%
4)	Sex bias awareness	7%
	Research skills	7%
5)	Assertiveness	3%
	Speaking skills	3%
	Research skills	3%

They attributed their gains in strength and enhancement of skills to their participation in class sessions of Women Studies 304 and in their public school presentations.

Seventy percent agreed that the experience was relevant to their own futures and a large number volunteered that they had learned more about themselves; the teaching and public speaking aspects of the course were credited as the "highlight" for the students.

Decreases in confidence are significant in the lower ratings from the mid-term evaluation to the final evaluation; increases are significant in the higher ratings ("good" and "very good") from the mid-term evaluation to the final evaluation. This suggests that increases in skills (and the university students' evaluation of these skills) were greatest during the curriculum development and classroom presentation phase of the course. Students' increases in skills and skill confidence rose sharply after personal applications of their learning. Most growth is seen by those who felt least confident about speaking before the curriculum presentations. Especially strong gains were made in skills and confidence in developing nonsexist curricula and in knowledge about sex bias, sex equity, and feminist awareness. Participants also showed gains in research skills assessment.

Increases in skills are even more pronounced between the pre- and the post-evaluation.

UNIVERSITY STUDENT SELF-RATINGS OF SKILLS DEVELOPMENT IN WMST 304 PRE- AND POST-EVALUATIONS (IN PERCENTAGES OF RESPONSES)

Skills	*Ratings of Accomplishment*									
	Not at all good		*Not very good*		*Somewhat good*		*Generally good*		*Very good*	
	Pre	*Post*	*Pre*	*Post*	*Pre*	*Post*	*Pre*	*Post*	*Pre*	*Post*
Speaking	9%	0	46%	0	36%	30%	0	60%	9%	10%
Developing Nonsexist curriculum	9%	0	18%	0	46%	20%	0	50%	27%	30%
Research	0	0	36%	0	28%	10%	0	10%	36%	80%

Sixty-seven percent of the students indicated at the conclusion of the course that their expectations of the course were met completely; 33% said that their expectations were generally met; no student indicated disappointment in the class or their experiences as a result of participation in the class. More than half indicated some surprise results or experiences in the course: more self-understanding; discovery of an interest in teaching, speaking; more skills development in research and organization; more knowledge about feminist values; and the discovery of a new role model (the instructor). One student, who spoke in both a high school and in a college classroom discovered a more practical reality about presenting ideas to others: "When people are not interested in what you have to say, they pick on how you say it."

Without exception, students enrolled in Women Studies 304 found the course valuable in skills development, enhancement of self-esteem and self understanding, and in the opportunity to contribute to the knowledge base of others. Several found the course valuable in that they discovered a new interest in teaching. All reported that they found the course emotionally and intellectually satisfying.

Public and private school personnel who participated in the project—hosting and often guiding the university students in their classroom presentations—had varied reports of their satisfactions with the project, depending on the dynamics between themselves, the student, and the class in which the student presented. However, most reactions were favorable about the experience and the interactions and usefulness of the project in public school classrooms. There was strong interest in repeating the experience in future semesters of the project and strong indications that the teachers involved felt that the content of the presentations were important to their classes and to their schools. Most would consider taking a women's studies course themselves as part of their recertification requirement and indicated an interest in receiving more benefits from the project itself.

Design Evaluation and Revision

This evaluation plan was assessed in August, 1982 by Barbara Parker, Margaret Talburtt, and Carolyna Smiley-Marquez.

On the basis of student and teacher evaluations of the Project experience in Spring 1982, the following revisions were made:

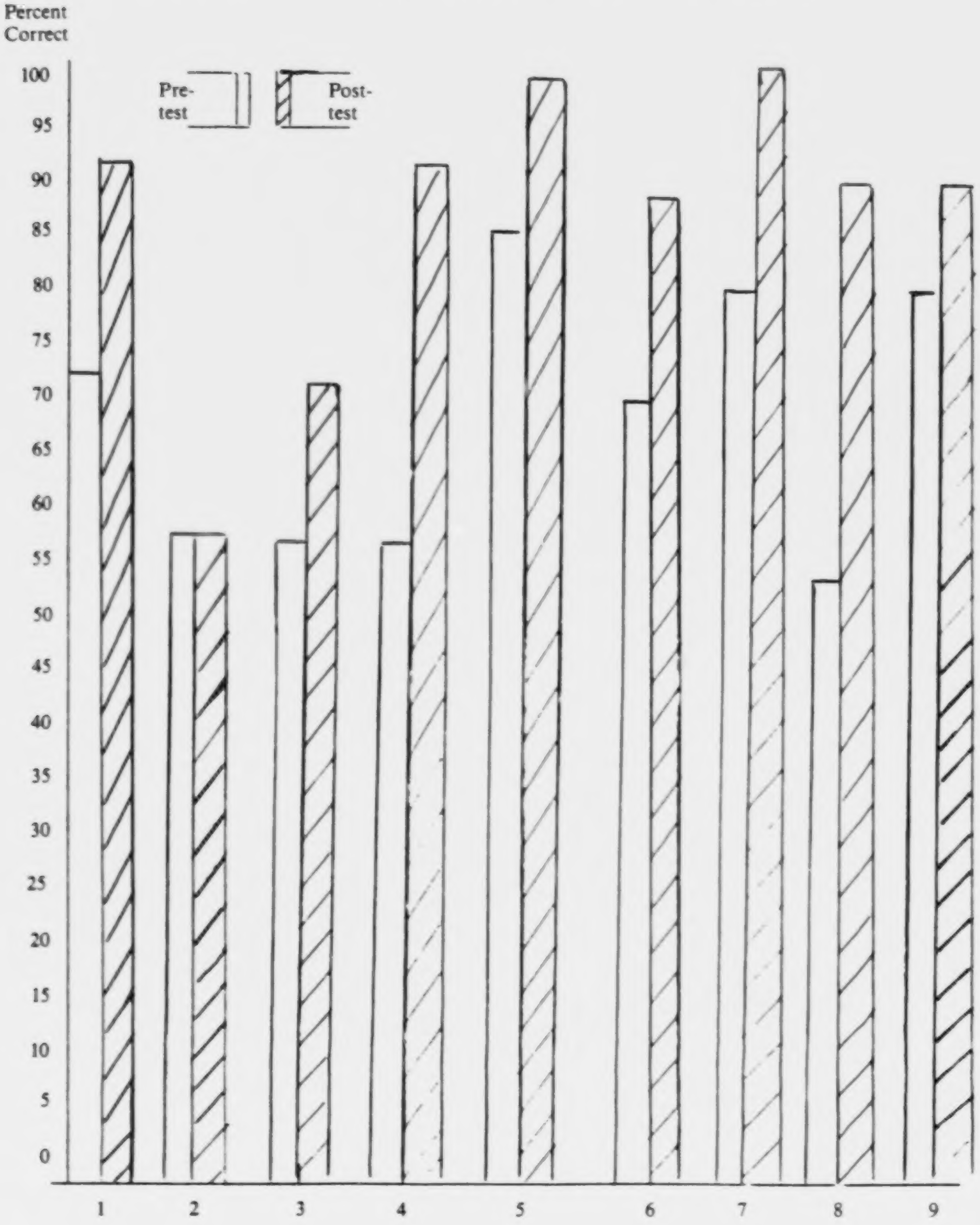
1) The "Women and Work" instrument was dropped from the evaluation plan.
2) The instructor's role of coach was identified as critical to student satisfaction with their own improvement. As a result, coaching activities became more integral to the course content.
3) Student comments revealed that few gained a clear, objective image of their own teaching abilities. The delayed feedback loop from teachers to students was part of this problem; another was individual differences among teachers. Some teachers were extremely sensitive to student need for appraisal; others were indifferent. These factors contributed to uneven, haphazard evaluation of student presentations. As a result, the course plan has been altered to systematically provide for objective evaluation of student performance.

In the Fall, 1982 semester the course added a videotape component. Within the first three weeks of the semester students prepared and presented a five-minute instructional unit for video recording. Students were encouraged to prepare the presentation based on a topic with which they already had familiarity or great interest, and for which data were relatively easy to collect. The emphasis for the videotape presentation was on the practical experience of presenting one's self and views rather than on the content. Following the tapings, students viewed the tapes, scoring themselves and their peers using a standardized scoring instrument prepared for the purpose of measuring existing levels of abilities, e.g., ability to maintain eye contact, voice modulation, posture, and other nonverbal cues. (The scoring instrument is reproduced in Chapter IV, Unit 4.) Each student received the packet of self and peer evalutations that were to serve as a guide for a written set of personal goals for the public speaking skills they hoped to gain during the semester. These personal goals were submitted to the instructor, synthesized to focus on shared goals, and distributed to the students as a means of demonstrating the common characteristics shared by members of the group.

Following the in-school teaching experience, students again prepared a five-minute presentation for videotaping. In this case the presentation was a report on the curriculum unit actually presented to include observations of the teaching experience itself. As before, students rated themselves and their peers after viewing the videotape. Additionally they were asked to comment on the improvements they observed in themselves and for other members of the group. One student observed that, "If the goal of this exercise included building our risk-taking potential we have met a goal." Others commented favorably both on the skills they had individually gained as well as on an improvement in confidence and ability demonstrated by themselves and others.

Throughout the semester, classroom activities were tied to factors relating to students' self-reported goals. Students had the opportunity to practice the behaviors leading to goal fulfillment when teaching in public and private classrooms. They measured visually those improvements on the basis of a post-experience videotape.

CHART A
KNOWLEDGE CHANGES:
SEX BIAS IN TEXTBOOKS PRE- AND POST-TESTS



Individual Student Scores

CHART B
ATTITUDE TOWARD WOMEN SCALE

Developed by Janet Spence (Harvard University) and Robert Helmreich (University of Texas). Responses are recorded by percentage and show the shift, if any, between pre- and post-tests.

	Agree Strongly		*Agree Mildly*		*Disagree Mildly*		*Disagree Strongly*	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Women have an obligation to be faithful to their husbands.	10%	10%	*40%*	20%	30%	30%	20%	*40%*
2. Swearing and obscenity is more repulsive in the speech of a woman than a man.	0	0	0	0	*20%*	10%	80%	*90%*
3. The satisfaction of a husband's sexual desires are a fundamental obligation of every wife.	*10%*	0	0	*20%*	10%	10%	*80%*	70%
4. Divorced men should help support children but should not be required to pay alimony if wives are capable of working.	*50%*	40%	*40%*	30%	0	30%	10%	10%
5. Under ordinary circumstances men should be expected to pay all the expenses on a date.	0	0	0	0	*30%*	20%	70%	80%
6. Women should take increasing responsibility for leadership in solving intellectual and social problems of today.	100%	100%	0	0	0	0	0	0
7. It is all right for wives to have an occasional, casual extra-marital affair.	*10%*	0	40%	*50%*	40%	40%	10%	10%
8. Special attentions, like standing up for a woman in a room or giving up a seat in a bus to a woman, are outmoded and should be eliminated from men's behavior.	30%	*40%*	*70%*	40%	0	20%	0	0
9. Vocational and professional schools should admit the best qualified students regardless of sex.	70%	70%	20%	*30%*	*10%*	0	0	0
10. Both husbands and wives should be allowed the same grounds for divorce.	*100%*	90%	0	*10%*	0	0	0	0
11. Telling dirty jokes should be mostly a masculine prerogative.	0	0	0	0	*20%*	0	80%	*100%*
12. Husbands and wives should be equal partners in planning the family budget.	*100%*	80%	0	*20%*	0	0	0	0
13. Men should continue to show courtesies to women, such as holding open the door or helping them on with their coats.	0	0	*20%*	10%	40%	*50%*	40%	40%
14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.	40%	*60%*	*50%*	30%	*10%*	0	0	*10%*
15. Intoxication among women is worse than intoxication among men.	0	0	0	*10%*	0	*10%*	*100%*	80%

16. The initiative in dating should come from the man.	0	0	0	0	*60%*	50%	40%	*50%*
17. Under modern economic conditions, with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.	100%	100%	0	0	0	0	0	0
18. It is insulting to women to have the "obey" clause remain in the marriage service.	90%	*100%*	*10%*	0	0	0	0	0
19. There should be a strict merit system in job appointment and promotion without regard to sex.	*90%*	50%	10%	*40%*	0	0	0	*10%*
20. A woman should be free as a man to propose marriage.	60%	*80%*	*30%*	20%	*10%*	0	0	0
21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.	90%	90%	10%	10%	0	0	0	0
22. Women should worry less about their rights and more about becoming good wives and mothers.	0	0	0	0	0	0	100%	100%
23. Women earning as much as their dates should bear equally the expense when they go out together.	60%	60%	40%	40%	0	0	0	0
24. Women should assume their rightful place in business and all the professions along with men.	100%	100%	0	0	0	0	0	0
25. A women should not expect to go to exactly the same places or to have quite the same freedom as a man.	0	0	*10%*	0	0	*10%*	90%	90%
26. It is ridiculous for a woman to run a locomotive and for a man to darn socks.	0	*10%*	*10%*	0	10%	10%	80%	80%
27. Sons in a family should be given more encouragement to go to college than daughters.	0	0	0	0	0	0	100%	100%
28. It is childish for a woman to assert herself by retaining her maiden name after marriage.	0	0	0	0	*20%*	10%	80%	*90%*
29. Society should regard the services rendered by the women workers as valuable as those of men.	90%	*100%*	0	0	0	0	*10%*	0
30. It is only fair that male workers should receive more pay than women, even for identical work.	0	0	0	0	0	0	100%	100%
31. In general, the father should have greater authority than the mother in the bringing up of children.	0	*10%*	0	0	10%	*20%*	*90%*	70%
32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.	10%	10%	0	0	0	*10%*	*90%*	80%

33. Women should demand money for household and personal expenses as a right rather than as a gift.	70%	6. %	30%	40%	0	0	0	0
34. The husband should not be favored by law over the wife in the disposal of family property or income.	80%	80%	0	20%	0	0	20%	0
35. Wifely submission is an outworn virtue.	80%	90%	0	10%	0	0	30%	0
36. There are some professions and types of businesses that are more suitable for men than women.	0	0	0	0	50%	10%	50%	90%
37. Women should be concerned with their duties of child rearing and housetending, rather than with desires for professional and business careers.	0	10%	0	0	0	0	100%	90%
38. The intellectual leadership of a community should be largely in the hands of men.	0	10%	0	10%	0	0	100%	80%
39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.	0	0	10%	10%	30%	30%	60%	60%
40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.	20%	30%	20%	30%	50%	30%	10%	10%
41. Ecomonic and social freedom is worth far more to women than acceptance of the ideal of feminity which has been set up by men.	80%	80%	10%	20%	0	0	10%	0
42. Women should take the passive role in courtship.	0	0	0	0	20%	20%	80%	80%
43. On the average, women should be regarded as less capable of contributing to economic production than are men.	0	0	0	0	20%	20%	80%	80%
44. The intellectual equality of woman with man is perfectly obvious.	90%	100%	10%	0	0	0	0	0
45. Women should have full control of their persons and give or withhold sexual intimacy as they choose.	80%	100%	20%	0	0	0	0	0
46. The husband has in general no obligation to inform his wife of his financial plans.	0	0	0	0	10%	10%	90%	90%
47. There are many jobs in which men should be given preference over women in being hired or promoted.	0	0	0	0	10%	0	100%	100%
48. Women with children should not work outside the home if they don't have to financially.	10%	0	0	0	20%	0	70%	100%
49. Women should be given opportunity with men for apprenticeship in the the various trades.	90%	100%	0	0	0	0	10%	0

50. The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.	90%	90%	10%	10%	0	0	0	0
51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.	0	0	0	0	10%	10%	90%	90%
52. If both husband and wife agree that sexual fidelity isn't important, there is no reason why both shouldn't have extramarital affairs.	*70%*	*80%*	*30%*	10%	0	*10%*	0	0
53. The husband should be regarded as the legal representative of the family group in all matters of law.	0	0	0	0	0	0	100%	100%
54. The modern girl is entitled to the same freedom from regulation and control that is given the modern boy.	90%	*100%*	*10%*	0	0	0	0	0
55. Most women need and want the kind of protection and support that men have traditionally given them.	0	0	*30%*	10%	40%	40%	30%	*50%*

III. Course Format, Syllabus, and Student Assignments

NOTE: The following materials presented in Chapters III and IV replicate the course content for WMST 304, as taught at the University of Colorado. Chapter III contains the syllabus, student assignments, and exercises. The actual course lectures are reproduced in Chapter IV. In both chapters, Italics are used to indicate special directions, explanations, and suggestions for use and adaptation. These remarks are intended to assist the teacher who is actually presenting a course based on the Curriculum Design Project/WMST 304 model.

Women Studies 304
T, TH 12:30-1:45
Fall 1983
(Instructor's name)

COURSE SYLLABUS

This class examines both sources of and remedies for educational sexism, racism, ageism, homophobia, and other sources of human limitations. Classroom work includes the development of a theoretical framework for understanding these "isms," and how they operate in our lives, particularly as they are reflected in formal and informal means of education. Students will be presented with various solutions to barriers in educational equity, and will have the opportunity to practice one such solution when they are assigned to research, prepare, and present a nonsexist curriculum unit for a practicing teacher. Locations and assignments are provided, ranging from pre-school through university settings. During this experience students can expect to develop their own professional skills in research and public speaking.

REQUIRED TEXTS:

1) Sadker, Myra, and David Sadker. *Sex Equity Handbook for Schools*. New York: Longman, 1982.
2) Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook For Writers of Research Papers, Theses, and Dissertations*. New York: Modern Language Association, 1980.
3) Miller, Casey, and Kate Swift. *The Handbook of Nonsexist Writing*. New York: Barnes & Noble, 1980.

COURSE REQUIREMENTS:

Myth Information Exercise	100 points
Evaluating Effectiveness Exercises (2)	100 points
Curriculum Unit (1) (Due on December 1)	200 points
Sexist Assumptions Exercises (5)	100 points
Midterm Exam	100 points
Final Exam	100 points
	700 total points

Attendance in class is expected and *required*. Assignments are due when assigned, but if you find you are unable to submit work when due, you may have only one week more to submit that work and you will lose five points per day, or part of day, delayed.

CLASS SCHEDULE

Week 1 [Lecture Unit 1: See Chapter IV] September 1
Introduction to the Course;
review of syllabus and action plan

Week 2 [Lecture Unit 2] September 6 & 8
Assumptions About Male and Female Behavior;
race, ethnicity, and age variables
(The Sexist Assumption Exercise is based on the lecture/discussions of this topic. This assignment should be distributed and described following the lecture.)

Week 3 [Lecture Unit 3] September 13 & 15*
The Socialization Process: Birth to Elementary School
Read: *Sex Equity Handbook*, Chapter 1, "Cost of Sex Bias in Schools"
*Turn in Sexist Assumptions Exercise #1
(The fourth week of class is devoted to the videotape presentations and evaluations. At the end of class during the third week conduct the Videotape Presentation Exercise. Also during this week, distribute and describe the Evaluating Effectiveness Exercise.)

Week 4 [Lecture Unit 4] September 20 & 22
Videotaping sessions and review (class should meet in the videotape studio)
(The scoring instrument for videotape sessions is included with the instructional unit on videotaping.)

Week 5 [Lecture Units 5A and 5B] September 27 & 29*
Identifying Sources of Information:
Library Unit of Women's Studies Sources
Curriculum Unit on Crediting Sources
Read: *Sex Equity Handbook*, Chapter 7
MLA Handbook, pages 49-75
*Turn in Sexist Assumptions Exercise #2
(Distribute and describe Myth Information Exercise.)

Week 6 [Lecture Units 6A and 6B] October 4 & 6*
School Socialization: a) Sex Bias—The Hidden Curriculum; b) Sex Bias in Texts
Read: *Sex Equity Handbook*, Chapter 3, "The Classroom Climate"
*Turn in Evaluating Effectiveness Exercise

Week 7 [Lecture Unit 7] October 11 & 13
Communication Skills
(This unit is based on the Evaluating Effectiveness Exercise and is essentially synthesis and feedback to the group on 1) how they evaluate others; 2) the generalizations they can then make as to how others are likely to evaluate them. A sample synthesis is included in Unit 7.)
(Students receive their teacher assignments during this week. Distribute the Teacher Contact Sheet with the teacher assignment.)

Week 8 [Lecture Unit 8] October 18 & 20
Women's Movement/Women's Studies: Altering the Educational Context
Read: "For and About Women: The Theory and Practice of Women's Studies in the U.S." (On reserve)
Sex Equity Handbook, Chapter 4
NOTE: Teacher assigned must be contacted and specific topic chosen for curriculum unit by October 20.

Week 9 [Lecture Unit 9] October 25 & 27*
Curriculum Development: Educational Practice/Curriculum Guides
Read: *Sex Equity Handbook*, Chapter 5
*Turn in Myth Information Exercise
NOTE: Bring curriculum unit topic to class on October 27.

(The first class period of this week is devoted to reviewing how others prepare a curriculum unit. Chapter 5 of the Sex Equity Handbook *contains a number of examples. The second class period is devoted to specific applications to the topics students are to develop for the assigned classroom teacher. Each student is to 1) describe topic chosen, including the age group for which it is intended; 2) develop initial goals and objectives; 3) ask the other members of the class to respond to the goals and objectives; 4) solicit class input for activities to match the suggested objectives. Each student should have a turn at presenting her ideas and gathering suggestions for suitable activities.)*

Week 10 [Lecture Unit 10] November 1 & 3
Bias in Language
Read: *The Handbook of Nonsexist Writing*
(Several exercises are included among the lecture materials that help students to assess their own use of biased language. Using exercises of this sort also serves as a model for how one can use these materials in order to generate classroom interaction and discussion.)

Week 11 [Lecture Unit 11] November 8 & 10*
Response to Educational Sexism
Read: Title IX Summary Regulation
*Turn in Sexist Assumptions Exercise #3

Week 12
Midterm Exam
(The instructor might find that this point in the semester requires a synthesis period to review what students have learned thus far both in content and affect. A sample Midterm Exam is included in Chapter V.)

Week 13 [Lecture Unit 12] November 17 & 22*
Racism, Sexism, and Other "Isms" in the Curriculum
Read: "Compulsory Heterosexuality" (On reserve)
*Turn in Sexist Assumptions Exercise #4
(While the class itself is always focused on all or most of these limitations on human potential, an extra unit emphasizes the importance of these issues as a core aspect of any equity program.)

Thanksgiving Vacation November 24

Week 14 [Lecture Unit 13] November 29 & December 1****
As If It Weren't Enough
Read: "But What About Men?" (On reserve)
Sex Equity Handbook, Chapter 6
NOTE: **** Curriculum Unit due on December 1

Week 15 December 6 & 8*
Videotaping (Engineering CRO-14)
*Turn in Sexist Assumptions Exercise #5

Week 16 December 15
Final Exam (Thursday, 11:30-2:30)
We *will* meet during the exam period.
(The Final Exam is an oral presentation by each student based on a set of questions prepared by the instructor and distributed in advance. A set of Final Exam sample questions and responses is given in Chapter V.)

STUDENT ASSIGNMENTS

1) Sexist Assumptions Exercise;
   Sexist Assumptions Sample.
2) Evaluating Effectiveness Exercise;
   Evaluating Effectiveness Scoresheet.
3) Myth Information Exercise.
4) Student Assignment Sheet;
   Teacher Contact Sheet.

SEXIST ASSUMPTIONS EXERCISE

During the first week of class we discussed several of the basic assumptions about men and women that function in our culture. Some of the issues we discussed are:

1) Males set the standard for normal behavior in this culture; females are the "others" or deviants from that standard.
2) Stereotyped notions of female behavior suggest that women are somehow more fragile than men and should be protected from harm by men; in the past this notion tended to limit women to a domestic sphere where they learned to be responsible for the feelings of family members and for others, and to be submissive to the needs of others; this limited role, combined with the heavy pressure to perform it well, has caused many women to feel that they must be perfect in their management of domestic roles, including assuring the happiness of others.
3) Stereotyped notions of male behavior suggest that men are strong, ambitious, self-assured, and prefer to make important decisions for themselves and others; it is suggested that men who prefer attributes more closely associated with stereotyped female behavior are somehow less "manly" than they ought to be; research shows that men who display what is stereotypically considered "feminine" behavior are the objects of severe negative sanctions from other members of American society.

These assumptions (and many others like them) are reflected in our culture through the materials we read, the songs we hear, the films and television shows we view, as well as in what we say and do in our interactions with others. This exercise is meant to help you recognize and analyze the sex-role stereotypes that characterize your life.

Each week of this semester (excluding exam, videotape, and vacation weeks) you are to do the following:

1) Choose one incident or experience from your life in the past week that you believe illustrates sex-role stereotypes. Briefly describe this experience to the extent that you think necessary for another person to visualize the circumstances.
2) Then, in a separate paragraph, list or describe the sex-role stereotypes that functioned in this experience, and state the assumptions about male or female behavior that were reflected in this experience.

Here are some ideas you might want to consider; add those that seem relevant to you through subsequent discussions and class lectures.

1) Are all people likely to marry and have children; should they?
2) When we make generalizations about people's behavior, should we consider culture as important?
3) When we visualize a group of people, what do we see? Are they all the same color as we are, do they come from the same ethnic background? Should they?
4) Does everyone have the same kind of family as we do? Do they have as much money, less, more? Does it matter? Why?

Please turn in these **Assumptions** each Thursday. These should not be more than two pages at the most. Attached is a sample from a student enrolled in this class last semester.

SEXIST ASSUMPTIONS
(SAMPLE)

I had a flare up of my kidney problem with such intense pain in my abdomen that I asked my boyfriend to take me to the emergency room of the hospital. When we got there the male doctor took a long time in arriving; then he examined me. I asked him what was wrong, but he said he would need some time to analyze the results of tests he had taken and that I should wait a while. I did wait, sitting on the table for a long time. Finally, I felt I had waited long enough, and stuck my head out the door to see if I could spot the doctor. I did see the doctor; he was standing down the hall, talking with my boyfriend. I ran down the hall to join them, and discovered (as I suspected) that the doctor was telling my boyfriend what was wrong with me before he'd even told me! I was very angry, and I told the doctor so. He patted me on the head, saying that I should not worry my pretty self about such matters.

This incident seems to me a clear reflection of the doctor's assumption that I was incapable of taking care of myself, but should instead assign myself to a submissive position in relation to my boyfriend. Second, I think that his reference to my looks suggested that I should remain an object of others' actions, rather than an actor on my own behalf. Third, the long waits suggest to me that the male doctor believes that all I have a right to expect is waiting around and being submissive to him and his schedule. I think this incident reflects a cultural bias that suggests women should be submissive to men, and that there are realms of the world where women should not expect to go.

EVALUATING EFFECTIVENESS EXERCISE

The exercise on "Evaluating Effectiveness" is used to provide teaching content for this unit. Early in the semester students are given "Evaluating Effectiveness" exercises and asked to use these sheets to rate two presentations that they will attend during the semester; completed forms must be submitted by a specified date.

After the students have completed the forms, the instructor then synthesizes the information provided by students and uses this synthesis as the topic for teaching units on verbal and nonverbal communication. In effect, the synthesis provides feedback to students concerning their evaluations of others in public forums, lends validation to individual observations, and provides a basis for discussing individual style.

The synthesis can be linked back to the personal goals students established for themselves following the videotape viewing. If videotape sessions are not a part of the current course, this unit can serve as a demonstration of nonverbal behaviors; students can demonstrate the behavior they observed in others, asking class members to identify the effects of various postures. In either case, this unit demonstrates the power of nonverbal behavior. The instructor may wish to describe how these behaviors are used to reflect confidence (even if the individual is nervous), good preparation, and ease with the subject matter.

EVALUATING EFFECTIVENESS SCORESHEET

This course is intended to improve your public speaking skills. One of the ways you can become more effective is by observing the ways in which others handle public presentations. During the first part of this semester, you will be expected to attend two public events focusing on women's issues. Use this sheet to evaluate the two events.

NAME: ______________________________ DATE: _________________________

NAME OF EVENT ATTENDED: ____

FORMAT OF EVENT (LECTURE, WORKSHOP, PANEL, ETC.): _______________

PARTICIPANTS IN SESSION: ____

____

How did participants establish contact with the audience?

Were panelists well prepared? How did you know?

What were the ways in which participants showed confidence in themselves and/or their information?

What was the best part of the presentation; what worked best in your opinion?

What would you have done differently?

What attracted you to this presentation in the first place (aside from the fact that this is an assignment)?

Were your expectations fulfilled? Why or why not?

What did you learn from this experience that you would like to adopt or avoid when you make public presentations?

MYTH-INFORMATION EXERCISE

In this exercise you are asked to identify a specific myth or assumption about female or male sex roles as they are articulated and/or demonstrated in contemporary American society. Once you have stated this assumption, your task is to analyze the validity of the statement based on the resource materials (both theoretical and empirical) that are available to you.

The format is fairly flexible, but should include at least eight and no more than 12 citations in support or refutation of your myth. Each citation should be adequately footnoted using MLA style. Please limit your work to two typewritten pages.

This exercise is meant to assess your ability to recognize the assumptions that inform our lives and to develop the research skills related to analyzing those assumptions in an objective fashion. Therefore, grades will be based on how well you articulate the assumption as well as the range, depth, and validity of the research data you cite.

You may choose to quote from your source, or simply paraphrase. In either case, be certain that the information you have chosen 1) does relate to your myth, and 2) is clearly supporting or refuting your contention. Remember that other people will be using this FACT SHEET in the future. Therefore, make every effort to clearly state your points and to credit your sources.

* * * * * * * * * * * * *

EXAMPLE FACT SHEET

Sexual Harassment: Is It a Myth? Kelly Wilkerson, Spring 1982

Myth: Sexual harassment is not a real problem in the workplace. Besides, women who are "victims" probably do not really mind sexual advances.

The Truth of the Matter:

1) Sexual harassment is not a trivial matter, it is *illegal*. Plaintiffs have used Title VII, Title IX, civil suits, state civil rights laws, and criminal action to back up cases against their harassers.[1]

2) Sexual harassment is more than a personal matter. Conservative estimates have placed the cost of such harassment to the federal government at $189 million during a two-year period (May 1978 to May 1980). These costs reflect the loss of productivity among harassed workers and other factors.[2]

* * * * * * * * * * * * *

EXAMPLE FOOTNOTES

[1] National Advisory Council on Women's Educational Programs, *Sexual Harassment: A Report on the Sexual Harassment of Students* (Washington, D.C.: U.S. GPO, 1980), p. 3.

[2] Charles Warske, Steven Vago, and Arlene Taich, "Combatting Sexual Harassment: A New Awareness," *USA Today*, March 1980, pp. 45-48.

WMST 304 STUDENT ASSIGNMENT SHEET

Date: ______________

Student Assigned: ______________________________

Teacher's Name: ______________________________

School Name: ______________________________

Phone Numbers and Suggested Times for Contact: ______________________________

(This form is a synthesis of information gathered from teachers on Public School Liaisons Form.)

Most important things hoped for from project:

Criteria that this experience was a success:

Amount of time per week that could be given to WMST 304 student:

Intended use of student from WMST 304:

Most crucial topics/information did you want WMST 304 student to address:

Advice given to a WMST 304 student to help her/him to succeed:

TEACHER CONTACT SHEET

There are a number of specific questions for which you will need answers. We have asked some of those questions of your teacher assignees and their responses appear on your assignment sheets. However, this sheet is designed to provide you with questions that you should ask in your first interview, by telephone or in person.

You will already have a general assignment, so in part your job is to focus on that assignment during the first interview. For example:

Can additional readings be assigned on the suggested topic?

What is the amount of time the teacher would like to allocate to a nonsexist unit on this topic?

What is the format the teacher suggests or prefers?

Ask the teacher to describe her students. Are they mature for their age, anxious, etc.?

Ask the teacher to describe some of the ways in which she/he introduces or conducts topics related to sexism. What has her/his experience been thus far?

Is the teacher interested in having a bibliography or reading list to use in addition to what you are able to do? What would be most useful?

Can you obtain a copy of the text the students now use in the relevant topic area (assuming you do not already have a copy)?

What days and times seem to be most pertinent for the nonsexist units? Try to focus in general now, perhaps with a view toward pinpointing a specific time and day in the future.

What times of the day and what telephone numbers are best for trying to reach the teacher?

Would it be convenient for you to observe the classroom? What times or days would be best for that? Can you make arrangements now?

What results might the teacher like to see as a follow-up to your nonsexist unit? For example, would she like to assign readings and a possible book review; exercises to conduct before or after the presentations; etc.?

Would the teacher be willing to have her students fill out an evaluation a day or two after your presentation? This would be in written form and basically asks if students liked the unit, learned new information, etc. (Takes about two minutes.)

Other questions you might need to have answered for your own use:

IV. Course Lectures

GUIDELINES FOR USING THE CHAPTER IV LECTURE UNITS

As you will see in reading, the flow of these lectures is discontinuous, shifting among the three educational objectives of the course: content, skills, and experience. This design is preferable to a sequential approach both because it reflects "real-world" contextual learning and because it maximizes the time available to teach and to learn. As might be expected, no unit is entirely devoid of some aspect of content, skills, or experience, but each is intended to emphasize one or more of these objectives. The intended emphasis is reflected in the following table, and is meant as a guide for adaptation. For example, a program that does not have videotaping facilities may wish to place additional emphasis on other sources of skills development. Similarly, one may choose to alter the course in order to focus specifically on academic content or on experiential opportunities.

As with Chapter III, usage notes in Italics are designed for the guidance of a teacher who is presenting a course based on the Curriculum Design Project model.

TOPIC OF UNIT	**OBJECTIVES MET WITH UNIT**		
	CONTENT	SKILLS	EXPERIENCE
1. COURSE INTRODUCTION			
2. ASSUMPTIONS ABOUT MALES AND FEMALES			
A) Lecture	x		
B) Exercises			x
3. THE SOCIALIZATION PROCESS: BIRTH TO SCHOOL			
A) Lecture	x		
B) Exercises			x
4. VIDEOTAPING			
A) Preparation	x		
B) Presentation		x	x
5. IDENTIFYING SOURCES OF INFORMATION			
A) Library unit	x	x	
B) Curriculum unit on crediting sources	x	x	x
6. SCHOOL SOCIALIZATION: SEX BIAS IN TEACHER INTERACTION AND TEXTS			
A) Lecture	x		
B) Exercises			x
7. COMMUNICATION SKILLS			
A) Evaluating others		x	x
B) Lecture/discussion on verbal and nonverbal behavior	x	x	
8. WOMEN'S MOVEMENT/WOMEN'S STUDIES: ALTERING THE EDUCATIONAL CONTEXT			
A) Lecture	x		
B) Discussion and assessment			x
9. CURRICULUM DEVELOPMENT			
A) Lecture	x		
B) Topic development for students		x	x
10. BIAS IN LANGUAGE			
A) Lecture	x		
B) Exercises			x
11. RESPONSE TO EDUCATIONAL SEXISM			
A) Lecture	x		
B) Discussion and interpretation of laws		x	
12. RACISM, SEXISM, AND OTHER "ISMS" IN THE CURRICULUM			
A) Lecture	x		
B) Exercises and discussion		x	x
13. AS IF IT WEREN'T ENOUGH			
A) Lecture	x		
B) Discussion/exercises			x

UNIT 1
COURSE INTRODUCTION

1) *Describe course by reviewing syllabus so that students are clear as to what skills they are expected to acquire during the semester.*

2) The pilot project of this particular program occurred in November, 1980, as part of Women's Studies Day at the University of Colorado. Women's studies students at the Boulder campus who were enrolled in introductory courses were asked if they would be interested in volunteering to be guest lecturers in classrooms in the Boulder Valley schools. Dozens of students signed up for the experience, indicating that they would be willing to develop lectures on topics such as "Women in the Far East," "Nonsexist Language," "Images of Women in Literature," "Athletics," and other topics. At the same time, public school teachers suggested topics that they could use, including general issues such as women and suffrage, broader issues of women and history, nonsexist language, women and the arts. Quite a large number of guest lectureships were arranged in this way. As the result of the enthusiasm on the part of both teachers and students, the Women Studies Program at the University of Colorado, Boulder proposed to the Fund for the Improvement of Postsecondary Education that this model could be refined and developed into a regular course offering at many universities. The test site is the University of Colorado, Boulder.

3) This brief introduction is meant to provide two things: 1) a sense of the history of how this course evolved, and 2) a sense of your part in this history. You are the early innovators in this study. The students in this class—your successes, your failures—will be the model for the product that is eventually distributed nationally.

4) Part of what the students in this class will do is break ground for the others who follow, whether here in Colorado or elsewhere in the U.S. In order to do this, we have developed a rather hefty evaluation plan for which we are asking student cooperation. We want to test three things: does this class change participants' attitudes; does it improve cognitive skills for the students in the class; and does it improve professional skills for students in the class? These are major areas of inquiry, and as you will see, we have developed a number of instruments to try to assess these concerns. If these seem cumbersome to you, it might be of some comfort to know that you are participating in these studies on behalf of many people who might someday have the opportunity to take this class.

5) In regard to your anonymity on these test instruments: you will be asked to supply your name so that we can match your pre-test with mid- and post-tests. We who analyze the data here will obviously know your name. However, I would suggest that in a class of this sort, it is fairly likely that I would, in the course of a semester, learn a good deal more about you personally than is likely to be asked in these instruments. What we *can* guarantee is that at no time will anyone else outside the evaluation team know your name or be provided with enough demographic information to identify you personally.

6) Course activities. In this course you can expect to spend the first half of the semester developing your research skills. We will engage in a number of exercises that will improve your knowledge and your speed in accessing sources of information on or about women. In the second half of the semester, you will use these skills in order to research, prepare, and present nonsexist curriculum units in local public school classrooms.

Each semester the instructor should describe the type of assignments that students can expect. What is the range of instructional area? Do public school teachers want compensatory information of the "women and/women in" type, or does the job involve integration of information into an entire curriculum? What types of teachers have requested student interns—are they feminist, young people, people who have been in the system many years, etc? What is the time commitment involved for students?

The WMST 304 instructor must address the fact that there is likely to be some fear on the part of some students; others may feel perfectly capable of taking on the world. The job then becomes one of walking the narrow line between reassurance for some and further encouragement for others. One approach is to mention that the course itself is meant to be developmental: the teachers who have signed up to participate are at different stages of development. Some will expect a good deal of feminist rhetoric, others will not even know the concept. The task in that case is to respond to the needs they have at the time of interaction. The same is true for students. Some students will have well-developed public speaking skills, others may feel *as though this is a new challenge. The progress made is not on the basis of competing with others, but on competing with one's own best skills. Students can count on instructor support as they work to improve skills, as well as on the direction, support, and experience of other class members who will all be very much involved with the same process.*

Optional: The pilot course used a number of standardized tests to measure change from pre- to post-course periods. These instruments can be found in Chapter V of this handbook.

UNIT 2

ASSUMPTIONS ABOUT MALES AND FEMALES: WHAT WE THINK WE ALL KNOW

The title of this lecture is "Assumptions About Males and Females: What We Think We All Know." It appears to be fairly straightforward, but what is really suggested by the title I have chosen?

1) *Urge students to answer this question—what am I really saying?*
2) *The answer is the fact that the title implies, through the choice of words and the way they are said and in the context in which it is presented, that what we know is* wrong.

Once the students have given this answer, it can serve as the starting point for considering that the ways in which a question is asked can predict the sort of answer a person is likely to give.

Confirm for the students that they are absolutely on target, that in fact this title is chosen because what we think we know about men and women in culture is essentially wrong, insofar as we have chosen to believe that, for example, men are, and in fact should be, strong, unemotional, ambitious, and women are, or should be, quiet, retiring, passive.

Let me demonstrate this in another way by asking you to participate in an experiment that was initiated by someone else, but adapted for use in this class. The study was conducted by Inge Broverman et al. as a means of determining if people had clear and distinct stereotypes of what constitutes male behavior and what constitutes female behavior in this society. This was a 1969 study for purposes which I will explain after we engage in the exercise.

Ask two students to come to the blackboard; ask one to write MALE *on her side of the board; the other is to write* FEMALE *at the top of her side of the board. Students in the class are then asked to call out examples of what they believe to be stereotyped attributes of male and female behavior while the recording secretaries are to write these down in the appropriate category as fast as is possible. The instructor may need to facilitate by asking clarifying questions for categorization, and by reminding the students that this is a simple listing, rather than discussion. The exercise has the effect of enlivening the students, and causing them to question why these stereotypes persist.*

After most of the poles of female and male behavior are presented, to some degree as follows, students at the board are asked to resume their seats.

STEREOTYPIC TRAITS

Masculine pole is more desirable

Feminine	Masculine
Unaggressive	Aggressive
Dependent	Independent
Emotional	Unemotional
Emotionally demonstrative	Undemonstrative
Subjective	Objective
Influenced	Not influenced
Submissive	Dominant
Dislikes math and science	Likes math and science
Excitable	Not excitable
Passive	Active
Not competitive	Competitive

Masculine pole is more desirable	
Feminine	Masculine
Illogical	Logical
Home oriented	Worldly
Not skilled in business	Skilled in business
Sneaky	Direct
Does not know ways of world	Knows ways of world
Feelings easily hurt	Feelings not easily hurt
Not adventurous	Adventurous
Indecisive	Decisive
Cries	Never cries
Subordinate	Leader
Not self-confident	Self-confident
Uncomfortable being aggressive	Comfortable being aggressive
Not ambitious	Ambitious
Unable to separate ideas/feelings	Separates ideas/feelings
Conceited about appearance	Never conceited about appearance
Thinks women superior	Thinks men superior
Does not talk freely about sex with men	Talks freely about sex

Feminine pole is more desirable	
Feminine	Masculine
Does not use harsh language	Uses harsh language
Talkative	Not talkative
Tactful	Blunt
Gentle	Rough
Aware of other's feelings	Unaware of other's feelings
Religious	Not religious
Interested in appearance	Not interested in appearance
Neat	Sloppy
Quiet	Loud
Needs security	Does not need security
Enjoys art/literature	Does not enjoy art/literature
Expresses tender feelings	Does not express tender feelings

Source: Broverman et at., 1970

Once the recorders are seated the instructor may then ask all the students for their opinions as to why this exercise was used. Student response can then be a source of knowing what kinds of feelings this exercise elicited from students. Write down the various comments briefly.

What we have demonstrated in this exercise is something that you may not have considered before and that is that you are fairly well socialized to "intuitively" know the key determinants for traditional female and male behavior. Now, let us just take that one step further and look at what that means to you in the context of this culture.

Going back to the Broverman study, this is what it means. Broverman used this set of attributes with clinical helpers (psychologists, social workers, psychiatrists). In this test of 46 men and 33 women in mental health professions, Broverman was able to demonstrate that clinicians have different concepts of what constitutes mental health for men and for women, and that these stereotypes are the major predictors of how these clinical helpers classify male or female mental health. For example, the healthy male is the person who conforms to stereotypes for males, and the healthy female is the female who conforms to the stereotypes for females. Interestingly enough, these clinicians also developed an image of the healthy adult which is almost exactly patterned along the behavior expected from the healthy male.

Now, what do these two conclusions mean for you?

1) If you go to mental health practitioners who have these conceptions, you are not likely to get the kind of help you might want.
2) Since we all know what it means to be stereotypically male and female, what does it mean to us who, by virtue of being in this class, may not be fitting the stereotypes?
3) What are the ways in which we can organize this information so that it has some real meaning for us personally?

Here is what I suggest you can do to use this information. First, virtually all of us know what the stereotypes are. There is some comfort in knowing what *is*, particularly as it serves as a means for planning what will *be*.

Second, with this knowledge we can categorize this information into rather broad categories that tell us more about our society. So, for example, we can take every single one of the attributes we have discussed and classify them into categories that tell us something more about expectations for men and women. If we also do that as a board exercise, several generalizations would develop.

1) In this culture man is the standard; female is the deviant from that standard.
2) As the deviant, females are expected to be submissive to males.
3) As a submissive person, a female is expected to handle the details of life that prove particularly difficult for the dominant person, such as the responsibility for the feelings of others. Moreover, perfection is expected in the roles assigned to the subordinate person, at the same time that the conditions for perfection remain unattainable.

In short, our culture tells us that women, by virtue of their gender, ought to be perfect, ought to be responsible for the feelings of others, and ought in fact to be the passive/submissive persons in this world.

Now, how do we take this information and make it useful to us in some practical way? Well, take a look at what goes on around you. I have here a newspaper that I picked up last week on the first day of class, and I kept it because it provides such an ideal example of what I mean to illustrate. Here on the front page is a picture of Sarah Weddington, who—for those of you who have forgotten—was the head of President Carter's Commission on Women after Bella Abzug was fired from the position. Next to this picture of Weddington, in which she is seen wearing a suit, a bow at her neck, and a string of pearls, is a headline that reads, "Women Urged to Work Harder for State Offices." Now, what does this headline suggest to you?

- Work harder and you will get somewhere (suggesting that women are responsible for their own success and/or failure, more often the latter);
- Women should stay in state office, stay away from other higher offices;
- There is a specific "place" for women, and other people define the parameters of that "place."

What all this is meant to suggest to you is that female and/or male stereotypes are not one dimensional. We can write the attributes on the board, and that gives people some clarity in understanding one dimension of the problem. But more than that one dimension is required. We have to use that as the beginning point for a long and profound journey into the nature of socialization as a means of understanding the culture in which we live, and the ways in which culture suggests that neither men nor women can ever be what they may wish or choose to be but must reflect a set of values determined by unspecified others.

I said earlier that knowledge is power. Knowledge provides the power to argue convincingly, to state your point of view in a way that demonstrates your certainty and commitment to what you know. One dimension of knowing is that which appears just on the surface of your life.

Asking you to write male and female attributes on the board is a good visual illustration for knowledge that is right there in the easy recall memory bank: it was as easy for you to name those stereotypes as to pick up stones on a beach. What is less obvious are the underlying assumptions that inform these stereotypes. However, it is through reaching those assumptions that you will be empowered to critically assess this culture and as a result both rationally and emotionally argue on behalf of changing traditional sex-role expectations. The challenge for you in this class will be:

1) to know the traditional "facts";
2) to understand how any particular and distinct set of "facts" is based on a set of underlying assumptions that tell us something about the society in which those facts are embedded;
3) to dissect traditional knowledge, assigning it to the sex-role assumptions that inform such knowledge;
4) having done this, to transform the educational process based on the "facts" that we in this class consider more relevant for a society that is struggling (or should be) toward permitting all of its members the same opportunity to fulfill individual potential.

This particular lecture serves as a good introduction to the "Sexist Assumption" exercise. Following the lecture on sexist assumptions, some of the attached exercises can be used to demonstrate how these assumptions operate. The purpose of using exercises throughout the course is to introduce the students to the wide range of teaching aids available as well as to present a model of how one can use these materials to support or demonstrate a particular point of view.

FROM: Linda Doyle, ed. *Don't Dress Your Whale in Galoshes: Awareness-Raising Activities in Sex Equity for Elementary and Secondary Students.* Denver: Colorado Department of Education, 1980.

STEVE AND SALLY STORY

The following self-test is a good way of uncovering subtle sex-role expectations. It may point out that many of our daily actions are determined simply by whether we are male or female. Have someone read the following story aloud. On a piece of paper, put the following headings.

	Steve	Sally
Action		
1	________	________
2	________	________
3	________	________
et cetera	________	________

As the story is read, the reader will pause and ask, "Which twin did this?" You are to make a check under the name of the person who you think would do it.

The Story

Once there were two twins, Steve and Sally. When they were called for breakfast, one of the twins was always the last to get up.

1) Which twin was it?

At breakfast, one twin helped set the table and poured the milk.

2) Which twin was it?

One twin had to be reminded three times about the importance of brushing one's teeth after meals.

3) Which twin was it?

On the way to school, one twin talked with a friend all the time.

4) Which twin was it?

In school one twin was named the outstanding student in chemistry.

5) Which twin was it?

One twin had become very active in the student body and was expected to win the election for student body president.

6) Which twin was it?

After school, one twin stayed late because this twin was practicing to make the tennis team.

7) Which twin was it?

One twin hurried off to interview some teachers for a story for the school paper on teaching as a career.

8) Which twin was it?

After dinner, one twin had to be reminded three times to put out the garbage.

9) Which twin was it?

One twin has seen an item of clothing in the store that is exactly right for wearing on a date next Saturday. This twin decided to "borrow enough money from the purse that Mother had left around."

10) Which twin was it?

One twin had promised to sneak out a six-pack of beer from the family refrigerator for the party after the last game of the season.

11) Which twin was it?

One twin has about decided not to go to college, but to work and earn enough money for a car.

12) Which twin is it?

One twin has been secretly "going steady" with someone father does not approve of.

13) Which twin is it?

Whatever happened to the twins? One became a famous lawyer. Which one? One became the manager of an exclusive clothing store. Which one? One twin got a divorce after having two children. Which one? One twin did not get married. Which one?

Place a chart on the board. Tally the responses of the class for each twin for each item. What do you find? Do members of the class seem to agree as to which twin would do which act? Why or why not? Do most people feel that they must do things because it is expected of them as a girl; as a boy? Do you feel that your sex is pushing you into a way of behaving or a way of life that you question? Why or why not?

Make your own list of those things you think you can or cannot do because you are a boy or a girl. Compare lists and discuss.

THE GIMMICK

Give each student a sheet of paper with the following instructions. Think of a normal adult (   ). Check each item that describes a "mature, healthy, socially competent adult" (   ). For one third of the students put "male" in the blank space, for one third, "female," and for the other third put "person." Below those instructions, list the following.

______ not at all aggressive

______ conceited about appearance

______ easily influenced

______ very objective

______ very ambitious
______ almost always acts as a leader
______ very independent
______ does not hide emotions at all
______ sneaky
______ cries easily
______ very active
______ very logical
______ not at all competitive
______ feelings easily hurt
______ not at all emotional
______ very strong need for security
______ very self-confident
______ has difficulty making decisions
______ dependent
______ likes math and science very much
______ very direct
______ very passive
______ knows the way of the world
______ excitable in a minor crisis
______ very adventurous
______ very submissive
______ not uncomfortable about being aggressive

Tabulate the number of times each phrase was checked when a female was considered, vs. a male, vs. an adult, sex unspecified. Is an adjective that most often fits a normal, healthy adult more often checked when a male is at the top of the page than when a female is at the top of a page? Discussion can include implications for the girl who is taught that by being a normal, healthy person, she is not a normal female. This double standard of mental health can also be discussed with respect to what mental health means: it is adjustment to society. Is it healthy to adjust if society is "sick"? If sometimes it is healthy to adjust while other times it is not, what makes the difference? If therapists have a double standard of mental health, what implication does this have for therapy? If students do not have a double standard of mental health, then the discussion can focus on why. Is the class size too small to detect differences? Are the students younger than the clinicians used in the original article and thus less prejudiced? Is it because the gimmick's method is adapted from the article, and that difference in method greatly affects the results?

FROM: Doug Thompson. *As Boys Become Men: Learning New Male Roles*. Denver, Colo.: Institute for Equality in Education, 1980.

OPINIONS ABOUT MEN

Have the students individually complete "Opinions About Men." Then hold a group discussion centered on their responses. You might begin the discussion of specific questions by first asking for a tally of the responses and then exploring the reasons why students agreed or disagreed with the statements. There may also be statements that elicited particularly strong responses. In this case, you might ask students to select those statements that they would like to discuss first. There is no need to discuss all of the statements; in fact, it is likely that a few statements will generate very lengthy and perhaps animated discussions. In some cases, you may want to compare the boys' and girls' responses.

Instructions: Circle the number between 1 and 5 that best indicates whether you agree or disagree with each of the following statements. Circle "5" if you strongly agree, and use "2," "3," "4" for responses in between.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) Men should be expected to make a living for their families.	1	2	3	4	5
2) Boys should compete in sports because "it will make men of them."	1	2	3	4	5
3) Boys should learn basic skills in taking care of themselves, such as cooking, sewing, and repairing things.	1	2	3	4	5
4) Boys understand math better than girls.	1	2	3	4	5
5) Men are very emotional.	1	2	3	4	5
6) It's O.K. for a man to be a homemaker while his wife works at a job to support both of them.	1	2	3	4	5

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
7) It is more important for a boy to go to college than it is for a girl to go to college.	1	2	3	4	5
8) If there is a draft, it should only apply to men. Women should not be drafted.	1	2	3	4	5
9) Both girls and boys should have courses in school to help them learn to be good parents.	1	2	3	4	5
10) There are some jobs around the house that are more natural for men to do.	1	2	3	4	5
11) Boys should not cry. They need to be strong instead.	1	2	3	4	5
12) It is important for a woman to stay home and take care of her husband and children.	1	2	3	4	5
13) Girls are stronger than boys.	1	2	3	4	5
14) Boys are not very good babysitters.	1	2	3	4	5
15) When it comes to washing and ironing clothes, women do a better job than men.	1	2	3	4	5

FROM: Linda Doyle, ed. *Don't Dress Your Whale in Galoshes: Awareness-Raising Activities in Sex Equity for Elementary and Secondary Students*. Denver: Colorado Department of Education, 1980. [Parts of this exercise were adapted from Laurie Olsen Johnson, *Nonsexist Curricular Materials for Elementary Schools* ("Student Workbook"). Old Westbury, N.Y.: The Feminist Press, 1974.]

IT'S MY CHOICE, ISN'T IT?

What do you feel it means to be *male* or *female*? Check off everything on the list that you feel applies to you. Add any other things that you feel boys only should do or girls only should do.

Boys Only:

Girls Only:

Because I am a boy, I would not
______ cook
______ knit
______ wash dishes
______ help my mother around the house
______ wear a dress in a play
______ cry
______ hit a girl
______ kiss my father
______ wear beads or jewelry
______ babysit
______ back out of a fight
______ carry a purse
______ ask a girl to pay for her own way on a date
______ like a girl on the honor roll
______ ______________________
______ ______________________
______ ______________________

Because I am a girl, I would not
______ wear curlers in front of a boy
______ dress like a man in a play
______ climb a tree
______ wear a tie
______ play baseball
______ beat a boy at a sport or game
______ try to join a boy's club or team
______ hit a boy
______ kiss my mother
______ get in a fist fight
______ get a crew cut
______ build a birdhouse
______ hold the door for a boy
______ pay for my ticket on a date
______ ______________________
______ ______________________
______ ______________________

UNIT 2: ASSUMPTIONS ABOUT MALES AND FEMALES
REFERENCES AND SUGGESTED READINGS

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UNIT 3
THE SOCIALIZATION PROCESS: BIRTH TO SCHOOL

Although our central topic is related to what happens (or does not happen) in formal learning environments—that is, schools—this activity does not occur in a vacuum, but is instead based on a whole set of "inputs" that start prior to the conception of a child.

In the study of abusive parents, researchers say that the most important factor in the life of an abused child is the first year of life for that child's abusing parent. What this is meant to suggest is that the problems and inequities we find in the schools, in teachers, in their students, even in ourselves, are there not as the result of a couple of incidents, but as the result of a lifelong series of ego assaults, following centuries and centuries of sex-role socialization. Now, obviously we are not planning on covering feminism from the beginning of time until the day after tomorrow, but we do need to be cognizant of a number of issues relating to the socialization process as it is relevant to the students, teachers, and peers with whom we come in contact.

A pertinent illustration of this socialization is offered by Rubin, Provenzano, and Luria in their 1974 article, "The Eye of the Beholder: Parents' Views on Sex of Newborns." In this study, 30 sets of first-time parents were interviewed within 24 hours of the birth of their child, and each parent was asked to describe the infant as he/she would be described to a close friend or relative. Fifteen of the infants were females, 15 were male, but according to Apgar scores of physical characteristics—such as color, muscle tone, and reflexes—these children did not differ significantly on the basis of gender. Parents were also asked to rate their own infant on a bipolar scale using paired adjectives such as "firm-soft," "strong-weak," and "big-little." Interpretations of these measures revealed that daughters were perceived as being softer, smaller, less attentive, and finer featured than were sons, despite clinical evidence that this was not the case. This study suggests that socialization processes are well-ingrained, leading parents to establish expectations of their children based on sex alone.

If, as this study suggests, the process of socialization begins before birth, then it follows that the products of this socialization process will be individuals socialized pretty much like you and me. This is to say that those roles will be fairly well established and understood.

It is somewhat discouraging to learn that sex-role stereotypes are pervasive enough to override a conscious and articulated choice for sex equity. However, this can and should serve as a cautionary note to people who teach women's studies. Despite our best intentions, there is every likelihood that we will occasionally act on deeply ingrained expectations and beliefs contrary to a conscious choice for equity. When this occurs, and it does occur in instructional settings, do not feel that you must defend or rationalize your behavior. Rather, give yourself encouragement for having recognized this incongruity, because recognition of a problem is the first step toward resolving it for yourself and for others.

The importance of the parent's role in the socialization process tends to be both overstated and understated, depending on who you are talking to. For example, ask any parent and she will tell you that the minute the kid walks out the door every shred of home learning is subject to new interpretations. I can remember my own crushing defeat at the hands of my kindergarten-age daughter. Five years of what I believed to be nonsexist child rearing seemed to disappear the moment her kindergarten teacher suggested that girls should sit quietly while boys rampaged toward the playground. This was a kid who regularly beaned her little brother at home, and whose only experiences with male peers had led her to believe that she could be stronger than they were. Her personal experience had taught her that boys were weak, but just let Mrs. Smith say the word, and suddenly the world took on a whole new set of rules—rules that reversed her place in life. As a parent, I take some comfort from a line in the *Sex-Role Cycle* that suggests that "the real influence of nontraditional parents usually comes later in the child's life when she or he may be more able to understand and appreciate the complexity of the social world" (p. 23). In other words, change in behavior is not necessarily measurable at the time of input, but rather at some future time when the initial change agent may not be present to observe it. As teachers in classrooms you will have an impact, but that impact may not be immediately evident to you, if indeed it is ever evident.

Aside from parents, there are many other factors contributing to the socialization process before a child reaches school age. The following discussion is meant to enumerate some of those influences.

1) Within the home situation, there may be other siblings or relatives who have a vested interest in the socialization process. For example, suppose an older brother wishes that his sister would lay off the train set. Will he be persuaded to try the trick that his friends find so workable—that is, to shame her into believing that playing with the train is not congruent with female behavior? She knows that she is a female; she hears that to be a female is to play with toys other than trains. Which is she going to choose if a choice has to be made?
2) Suppose there are others in the family, though not in the immediate situation, who also have a vested interest in stereotyped sex-role behavior. Imagine that there is a grandparent or an aunt who sees the feminist movement as a challenge and condemnation of her whole life. Is she going to take that lying down? No—in fact, she may fight that imagined insult by persuading little girl relatives that the best goal is to follow her own path, no matter how bad. Or maybe there is another consideration. Maybe Grandma has or did try to strike out on her own and was shot down by a hostile society. With the best of intentions, she may want to protect her little female relative from the same pain and insult.
3) Moving outside the immediate circle of the family into related activities: suppose, for example, that these folks attend a church or synagogue. What are the stories they are likely to hear? Let me mention a few pertinent examples in the Judeo-Christian tradition: David and Goliath, Daniel in the Lion's Den, Joseph and the Coat of Many Colors, the Prodigal Son, Jonah and the Whale, Job, Noah and the Ark. In the Christian tradition of the New Testament, women begin to appear in larger numbers, so for you Christian kids there is Mary, mother of Jesus (the virgin) and Mary Magdalen (the whore), and then for good measure there are Mary and Martha, sisters to Lazarus, the fellow who languished into a slow death while his sisters bickered about what kind of a friend they had in Jesus.
4) In the other situations in their lives—like going to the store, buying shoes, whatever—children see many patterns, but most of them adhere to the same model. Women are in service roles—passive, powerless—while men retain the power for themselves. There is the dentist, the doctor, the minister, and the bank manager. Then there is the grocery or sales clerk, the teacher, and the babysitter. Now admittedly, some of these roles are breaking down, and it is all to the better that they should do so, but it does not change the clarity of the messages for girls, which is a persistent chorus urging them to remain passive or to serve in soft and nurturant roles—to selflessly serve.

5) Other socialization factors are:

Television—Some researchers estimate that TV viewing time for pre-schoolers is three to five hours a day (Romer, p. 24), and what is it that they see?

a. They may watch reruns like *I Love Lucy*, *Leave It To Beaver*, or other programs that confirm traditional sex-role stereotypes.
b. Maybe they watch prime time stuff like *Chips*, *The Incredible Hulk*, or that popular favorite *The Dukes of Hazzard*. In these and similar shows, children are exposed to traditional notions of male and female roles.
c. *Sesame Street* has been touched as an instructional tool that compensates for some degree of sexism and racism. However, observation of *Sesame Street* reveals that although ethnic and racial minorities are better represented than in commercial television offerings, minorities are predominantly represented by male characters.
d. It is not just the content of television shows, but also the ads that accompany them that offer a similar message: "Ring around the collar," "Did you buy the right kind of bleach, laundry detergent, etc.?" All of these ads serve to reinforce the image of the female as a person whose abilities are closely associated with consumer roles.

Popular culture provides a useful vehicle for generating student discussion, inasmuch as students enrolled in the class usually have direct experience with television, music, and other media. Encouraging students to describe and interpret their own experiences has several useful effects: practice in interpreting events contributes to a better understanding of how sex roles are internalized by themselves and others, shared stories help to develop a group dynamic, and students are able to see and hear how their peers "teach" others. All of these activities are preliminary to later instructional units that suggest there is not one *best way to teach, but many ways from which to select.*

While we are on the subject of visual media let us remember other things, such as magazines and the ads they contain; movies; billboards.

Recreational reading—How about the books we read to these little ones? Now, I am delighted to see and read the many books for children that have appeared since my undergraduate days as a cataloguer in the children's section of the library. The dreary offerings of those days were strictly limited to the passive girl/active boy themes with the possible exception of Nancy Drew, who remains in the "possible" category because she was constantly bailed out by her lawyer Dad and her boyfriend Ned. Moreover, not many parents read Nancy Drew mysteries to their toddlers. There are now many more options. (Just as a matter of side interest, let me mention that in the field of children's literature, the general program is that children should be exposed to both good and bad literature so that they can learn to judge the difference between the two.) But despite some very good new offerings—like what Judy Blume writes and what Beverly Cleary writes, to name a couple—there is still a holdout for Dr. Seuss, Richard Scarry, fairy tales, and other similar sexist traditions.

Music—Any kind of pop music emphasizes a number of issues: sex and violence are often involved. A friend of mine expressed her dismay a couple of summers ago upon witnessing her three-year-old niece prancing around à la Rod Stewart singing, "Do Ya Think I'm Sexy?" There are other examples of cultural input that we have not mentioned here, but that nevertheless consistently serve to reinforce sex-role expectations in children. In sum, the cultural changes we represent through women's studies are poorly represented in the society at large. As a result, children approaching school age already have a fairly clear grasp of the informal educational agenda that is then reinforced by the formal educational process.

FROM: Linda Doyle, ed. *Don't Dress Your Whale in Galoshes: Awareness-Raising Activities in Sex Equity for Elementary and Secondary Students.* Denver: Colorado Department of Education, 1980.

TOYS AND TOOLS: WHO USES WHAT?

Activity One: "Girls and Boys and Toys" Grades K-3

1) Go through a catalog (like Sears) and cut out pictures of various toys. Include toys that have been stereotyped as "boy's toys" and "girl's toys."

2) Make three signs: "Boys," "Girls," "Both." Put each sign up at different points in the room.
3) Have the students sit in the middle of the room. Show one picture of a toy to the group and tell students to walk to the sign that tells who they think uses that toy.
4) Ask individual students to explain why they chose as they did.

Activity Two: "Books About Toys" Grades K–3

1) Read and discuss with the class the following stories or poems that deal with stereotyped toys:
   Chapman, Kim Westsmith. *The Magic Hat*. Lollipop Power Inc., 1973. A story of the negative effects of some toys becoming "girl toys" and others "boy toys." Primary Level.
   Schlein, Miriam. *The Girl Who Would Rather Climb Trees*. Harcourt Brace Jovanovich, 1975. Tomboy Melissa cleverly solves the problem of what to do with an unwanted gift doll politely. Primary Level.
   Thomas, Marlo. *Free To Be. . .You and Me*. McGraw-Hill, 1974. Accentuates the specialness of each child and possibilities for the future. Primary Level.
   Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin Co., 1972. Ira tries to decide if he should take his teddy bear along on his first night away from home. Primary Level.
   Zolotow, Charlotte. *William's Doll*. Harper and Row, 1972. An understanding grandmother provides a wanted doll to William. Primary Level.
2) Discuss students' feelings about and reactions to the stories.

Activity Three: "Fair Play" Grades K–3

Have students draw and take home visuals of a boy and girl playing together and the boy jumping rope, or similar nonsexist play situations of their own creation.

FROM: Doug Thompson. *As Boys Become Men: Learning New Male Roles*. Denver, Colo.: Institute for Equality in Education, 1980.

WHAT'S FEMININE AND WHAT'S MASCULINE?

Purpose: To help students become more aware of the expectations they may have of male and female behaviors and to help them become more accepting of nonstereotypic behaviors.

Background: Boys and girls learn about stereotypes at very early ages. Some research suggests that boys begin restricting their behavior to what they believe is appropriately masculine by the time that they begin school. Girls may be less rigid in this regard. As you explore sex-role stereotypes with your students, you will probably find that all students stereotype behaviors to some degree. Students need to understand how these stereotypes may restrict their behavior, if those restrictions are functional, and if there are alternative behaviors that are more functional.

Some boys may have a difficult time expressing themselves in these activities due to peer pressure from other students. Since these activities may well be an introduction to more extensive exploration of the male stereotype, it is important for you as the teacher to begin establishing an environment that is accepting of nonstereotypical attitudes and behaviors.

There are certainly no right or wrong answers to the following activity. The "Sentence Completions" are designed to help students identify some of the expectations that they have of males. Encourage the students to complete the sentences from a personal perspective, with as much honesty as possible, although it is likely that many of the responses will be similar.

In addition to educating students, use this activity to gather information that you can use in later activities. In what areas are stereotypes particularly rigid; where does there appear to be room for growth? What are possible alternatives to the stereotypical behaviors that students have identified?

SENTENCE COMPLETIONS

Ask the students to write completions for the following sentences. Discuss their responses and, in particular, look for similarities in the responses. In cases where boys' behavior is limited, try to help them understand why those limits exist. As peers, do they limit one another? How and where does this occur?

The best thing about being a boy is ____________________

A boy would never let a girl see him ____________________

Boys would reject another boy if ____________________

A boy would be praised by his parents if he ____________________

Boys cannot ____________________

The parents of a boy let him ____________________

Teachers expect boys to treat girls like ________________

Boys get embarrassed when they ________________

Parents expect boys to ________________

Boys are allowed to ________________

A boy would get teased if he ________________

Girls really want boys to ________________

Boys do not like ________________

THE WORLD OF WORK

Please indicate with a check mark which jobs *should be* for men, which jobs *should be* for women, and which *should be* for either sex.

	WOMEN	*MEN*	*EITHER SEX*
1) airline pilot			
2) teacher			
3) doctor			
4) secretary			
5) lawyer			
6) airline attendant			
7) construction worker			
8) newspaper reporter			
9) artist			
10) musician			
11) nurse			
12) auto mechanic			
13) law officer			
14) computer operator			
15) manger of a department store			
16) pharmacist			
17) filing clerk			
18) assembly line worker			
19) President of the U.S.			
20) hair stylist			
21) architect			
22) president of a college			
23) social worker			
24) state senator			
25) steel worker			

UNIT 3:
THE SOCIALIZATION PROCESS: BIRTH TO SCHOOL
REFERENCES AND SUGGESTED READINGS

Berger, Arthur Asa. *Television As an Instrument of Terror: Essays on Media, Popular Culture and Everyday Life*. New Brunswick, N.J.: Transaction Books, 1981.

Fling, Sheila, and Martin Manosevitz. "Sex Typing in Nursery School Children's Play Interests." *Developmental Psychology*, 7 (1972), 146–152.

Joffe, Carole. "Sex Role Socialization in the Nursery School: As the Twig is Bent." In *Sex Bias in the Schools*. Ed. Janice Pottker and Andrew Fishel. Cranbury, N.J.: Associated University Presses, 1977, pp. 25–39.

Romer, Nancy. *The Sex-Role Cycle*. Old Westbury, N.Y.: The Feminist Press, 1981. (Chapters 1 and 2.)

Rubin, Jeffrey Z., Frank J. Provenzano, and Zella Luria. "The Eye of the Beholder: Parents' Views on Sex of Newborns." *American Journal of Orthopsychiatry*, 44 (1974), 512–519.

Sternglantz, Sarah H., and Lisa A. Servin. "Sex-Role Stereotyping in Children's Television Programs." *Developmental Psychology*, 10 (1974), 710–715.

Tavris, Carol, and Carole Offir. *The Longest War: Sex Differences in Perspective*. New York: Harcourt Brace Jovanovich, 1977.

UNIT 4
VIDEOTAPING

The Videotaping Unit offers students an opportunity to make a brief presentation and then view the results. This experience serves to establish a baseline to which students can compare their end-of-course presentation skills. Because of the time limits on the course at UCB (1½ hours per meeting), presentations were taped in one class meeting and then viewed and scored in the following class meeting.

This unit helps students to recognize the skills they already have and to identify the improvements they wish to make prior to presenting their curriculum units in schools. In addition, this unit helps to develop a sense of group identity among the students.

If videotaping is not a readily available resource on your campus, this unit can be dropped from the syllabus. An alternative is to ask students to prepare and present in-class mini-units. If the Videotaping Unit is used, the discussion exercises on socialization should conclude early enough to allow time for the Videotape Exercise.

VIDEOTAPING INSTRUCTIONS

Each student is to prepare a five-minute informational presentation on a topic relevant to sexism in education. This presentation will be videotaped to provide a visual record of your presentation skills at the beginning of the course. You and your classmates will view these tapes, rate them on content and style, and on that basis you will prepare a written set of personal goals to work towards throughout the course.

Advice that might be helpful:

1) Wear bright colors, but not dark green because the background will also be dark green.
2) Visual aids are helpful, but be certain the colors and lines are bold enough to show up on a tape.
3) Know the topic well enough so that you do not need to make constant reference to notes.
4) Try to avoid repetitive speech patterns, such as prefacing each statement with "um."
5) Recognize that this is only one of the many learning opportunities available to you—enjoy the opportunity; do not be afraid to try this new experience!

IN-CLASS EXERCISE TO PREPARE FOR VIDEOTAPE SESSION

Ask students to write down their worst fears concerning the videotaping. Then ask each student to voice these fears in class. What they will discover is that their fears are similar and are shared with others in the class.

Once it is clear what the fears are, students can then be asked to articulate what would happen if the most feared thing happened. This part of the exercise can help students to develop perspective on the videotape exercise.

A second group process is to synthesize the worst fears, then ask others to suggest ways these fears can be reduced. For example, as a group the students might decide that each would feel better during presentations if class members nodded and smiled at them. Or, individuals can offer suggestions on how to use notes effectively.

After the videotaping session it is useful to ask students if their worse fears were realized. Why or why not? What can be learned from this experience?

VIDEOTAPING ASSESSMENT

VIDEOTAPING SESSIONS Name of Presentor: ______________________
Topic of Presentation: ______________________

Each student enrolled in WMST 304 will prepare a five-minute lecture for presentation to other members of the class. These presentations will be videotaped. In the class meeting following the taping sessions, we will meet to view the results of the taping. At that viewing session, members of the class will complete the following form for each presentor (including oneself). These evaluations will then be given to the instructor who will organize them into packets and return them to class members. Each person will then use a blank "Videotape Sessions" sheet to collate the results of her own presentation. The collated results, together with a set of personal goals for each student suggested by these results, will then be submitted to the instructor one week after the videotape viewing session. These personal goals, as well as peer evaluations, will be the source against which you will measure your performance on tape at the end of the semester.

I would urge you to evaluate your own performance and that of others on the basis of what is a reasonable standard for any other student at your grade level.

1) Please rate these *presentation characteristics* by checking (✓) the appropriate space below.

a. *Voice tone:*	dull	_____	_____	_____	_____	_____	dynamic
b. *Volume:*	too loud	_____	_____	_____	_____	_____	too soft
c. *Word choice:*	too simple	_____	_____	_____	_____	_____	too complex
d. *Gestures:*	natural	_____	_____	_____	_____	_____	frozen
e. *Creativity:*	very	_____	_____	_____	_____	_____	not at all
f. *Eye contact:*	direct	_____	_____	_____	_____	_____	evasive

2) Please rate these *personal appearance characteristics* by checking (✓) the appropriate space below.

a. *Dress:*	sloppy	_____	_____	_____	_____	_____	neat
b. *Posture:*	good	_____	_____	_____	_____	_____	poor
c. *Facial expressions:*	sober	_____	_____	_____	_____	_____	expressive
d. *Anxiety level:*	high	_____	_____	_____	_____	_____	low

3) Please rate the *content* of the presentation by checking (✓) the appropriate space below.

a. *Relevance:*	very	_____	_____	_____	_____	_____	not at all
b. *Quality of information:*	too theoretical	_____	_____	_____	_____	_____	too trite
c. *Organization:*	muddled	_____	_____	_____	_____	_____	logical
d. *Interest:*	very	_____	_____	_____	_____	_____	not at all

4) Please rate the *overall impact* of this speech/unit on you.

________ high ________ medium ________ low

WHY? (please explain):

5) If you could offer one helpful piece of advice to improve this presentation, what would it be?

6) Please list one or two outstanding characteristics of this presentation:

UNIT 5
IDENTIFYING SOURCES OF INFORMATION

The following unit contains two components. The first, a Library Unit of Women's Studies Sources, uses materials relevant to research on women to demonstrate how to select a topic and identify sources related to that topic. The second component, Curriculum Unit on Crediting Sources, is a practical guide to proper notation style for materials used in preparing a curriculum unit.

Both parts of this instructional unit are written as lesson plans in order to demonstrate how these plans are used for instructional purposes.

UNIT 5A
LIBRARY UNIT OF WOMEN'S STUDIES SOURCES

Supplementary Materials:
1) Library Research Strategy.
2) Accessing Information on Women.
3) Selected Library Resources on Women.
4) How to Use *Women Studies Abstracts*.
5) The ERIC System: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).
6) Guide to Using Resources in Education (RIE).

SAMPLE LESSON PLAN: LIBRARY INSTRUCTION

This presentation was prepared by Deborah Fink, the Reference Instructional Librarian at UCB, to show students the key reference works in the areas of research on women (as held in the Norlin Library system at the University of Colorado). Most research libraries have similar resources available.

OBJECTIVE 1: To demonstrate a general library research strategy using women's studies materials to illustrate the process.

Give students a copy of the schematic: "Library Research Strategy." Describe the strengths and limitations of this strategy as it applies to research on women as follows:

1) Defining and narrowing the topic:
   a. A number of encyclopedias exist that provide good orientation to a subject area; an example for women's studies is the *Encyclopedia of the Social Sciences*. A specific example is the *North American Encyclopedia of Women's Liberation*, a collection of essays.
   b. Women's studies is a field that is cross-, inter-, and multidisciplinary. A reference librarian can direct you to a particular source.
   c. Also helpful is a guidebook that will provide an overview of the area and the key articles in that field. A guidebook has extensive annotations—but this varies from one guidebook to another.
   d. Other good women's studies sources are *Research Guide in Women's Studies* (1974); *Guide to Social Science Resources in Women's Studies* (1978), by Elizabeth Oakes; *The Nature of Women: An Encyclopedia and Guide to the Literature* (1980), by Mary Ann Warren.
2) Pursuing materials on the chosen topic:
   a. The Library of Congress *Subject Headings* are helpful, but are sexist, racist, and ethnocentric. A problem with using subject headings is that libraries do not change the cards when subject headings are changed by LC.
   b. Refer to the attached handout, "Accessing Information on Women."
   c. If you have problems locating materials in the card catalog, ask a reference librarian for help.

  - d. Books are usually outdated; this can be compensated for by using periodicals. Most indexes contain some entries on women; but no index contains them all.
  - e. *Women Studies Abstracts*: since Volume 5 there has been no cumulative subject index, which means that every single issue (since Volume 5) must be individually scanned. Abstracts are selected, not comprehensive. A handout describing *Women Studies Abstracts* is attached.
  - f. Norlin Library has a *Catalog of Serials* to indicate which periodicals are available in the system. The 1982 edition accidentally dropped some 200 entries, so you must look for these in an addendum to the 1982 *Catalog of Serials*.
  - g. Those articles that appear in periodicals that Norlin does not own may be obtained through Interlibrary Loan. There is sometimes a cost; there is often a delay.
  - h. Norlin Library has microfiche listings of the holdings in other area libraries.
  - i. Bibliographies are a good source, examples are: *Women's Studies: A Recommended Core Bibliography*, Esther Stineman; *Women and Women's Issues, A Handbook of Tests and Measurements*, Carol Beere; *Bibliography of Bibliographies* (1980), Patricia Ballou; additional bibliographies are listed on the handout, "Selected Library Resources on Women"; general resources are listed under LC call numbers HQ 1101-1400's, such as *Womanlist*, subject categories for individuals.
  - j. Biographical dictionaries (CT in LC): Dealing specifically with women are LC CT 3202-3260; *Index to Women* (1970); *Women's History Sources* (guide to archival sources of original manuscripts).

OBJECTIVE 2: Introduce students to other sources and resources for materials relating almost exclusively to women's studies and/or nonsexist curricula.

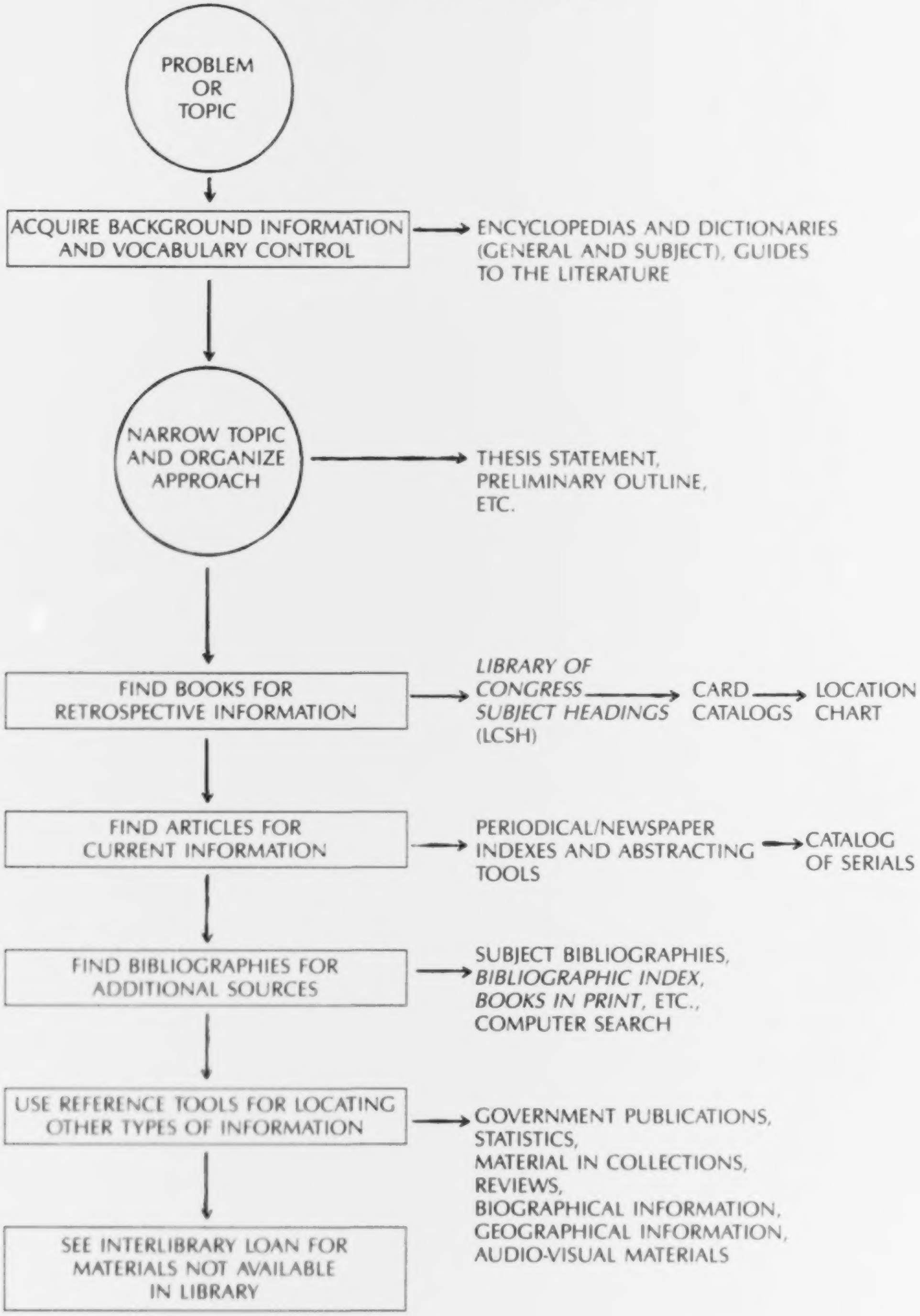
1) ERIC system (Educational Resources Information Center) is an umbrella organization of about 16 educational Clearinghouses. These Clearinghouses are "subject specific": e.g., Clearinghouse on Counseling, on Educational Management, on Reading and Communication Skills, etc., and are located throughout the country. One is in Boulder—it is the ERIC Clearinghouse for Social Studies/Social Science Education at the Social Science Education Consortium.
  - a. ERIC system is useful to you because it is devoted to educational issues. There are two ways to locate ERIC materials:
    - i. hard copy print editions in Norlin Library—use handout (attached).
    - ii. via on-line computer system vended by BRS & Dialog.
  - b. The easiest way to choose subject areas is the *Thesaurus of ERIC Descriptors*. The 1982 edition was specifically designed to eliminate sexist terminology included or implied in earlier editions.
  - c. Value of the ERIC system is:
    - i. it is specifically educational;
    - ii. it is less sexist than other sources;
    - iii. in addition to including published sources (CIFE), ERIC also collects and provides access to unpublished materials that are called RIE. RIE classifications often contain information on new ideas or topics that is not available elsewhere; on materials more practical than academic in orientation.
  - d. A drawback for the ERIC system is the Clearinghouse concept. All Clearinghouses screen materials relevant to their own topic areas; some are more committed than others to including nonsexist materials.

2) Other sources of information relevant to your needs are:
  - a. Audio-Visual libraries (Denver Public and the Colorado State Department of Education Title IX library—for both of these we have annotated bibliographies).
  - b. Source lists, such as Chapter 7 of *Sex Equity Handbook*.
  - c. Educational Media Center for Boulder Valley School District (the Gifted and Talented Program—TAG—has acquired a number of nonsexist resource materials).
  - d. Other sources are available to you—human resources, nontraditional sources, the classroom teacher, the library of your assigned school, student groups on campus, etc.

3) Another good source for women's studies materials is the Women Studies Program at CU:
  - a. This library is subject, title, and author indexed.
  - b. The library contains books, articles, pamphlets, "ephemera," student papers, and monographs.

4) A fourth point of access to nonsexist curriculum materials is the Curriculum Design Library, which is located in the Project office. These materials are of particular use for students in WMST 304.

LIBRARY RESEARCH STRATEGY


PROBLEM OR TOPIC
ACQUIRE BACKGROUND INFORMATION AND VOCABULARY CONTROL
ENCYCLOPEDIAS AND DICTIONARIES (GENERAL AND SUBJECT), GUIDES TO THE LITERATURE
NARROW TOPIC AND ORGANIZE APPROACH
THESIS STATEMENT, PRELIMINARY OUTLINE, ETC.
FIND BOOKS FOR RETROSPECTIVE INFORMATION
LIBRARY OF CONGRESS SUBJECT HEADINGS (LCSH)
CARD CATALOGS
LOCATION CHART
FIND ARTICLES FOR CURRENT INFORMATION
PERIODICAL/NEWSPAPER INDEXES AND ABSTRACTING TOOLS
CATALOG OF SERIALS
FIND BIBLIOGRAPHIES FOR ADDITIONAL SOURCES
SUBJECT BIBLIOGRAPHIES, BIBLIOGRAPHIC INDEX, BOOKS IN PRINT, ETC., COMPUTER SEARCH
USE REFERENCE TOOLS FOR LOCATING OTHER TYPES OF INFORMATION
GOVERNMENT PUBLICATIONS, STATISTICS, MATERIAL IN COLLECTIONS, REVIEWS, BIOGRAPHICAL INFORMATION, GEOGRAPHICAL INFORMATION, AUDIO-VISUAL MATERIALS
SEE INTERLIBRARY LOAN FOR MATERIALS NOT AVAILABLE IN LIBRARY

FROM: "How to Find Information on Women." Library, Eastern Michigan University, 1980.

ACCESSING INFORMATION ON WOMEN

A. *BOOKS* are listed in:

Main Card Catalog—Subject Section
under such headings as:

- Afro-American Women
- Education of Women
- Feminism
- Married Women
- Mothers
- terms beginning with the words "Woman," "Women," or "Women's"
- phrases beginning with "Sex discrimination in . . ."
- names of individual women
- Sex discrimination against women
- Widows
- Wives
- Women

subdivision "Women" or "Women's Work" under names of wars, e.g., World War, 1939-1945—Women; U.S.—History—Civil War, 1861-1865—Women's Work.
subdivision "Women" under names of ethnic groups, e.g., Indians of North America—Women.
subdivision "Relationship with Women," under names of people, e.g., Shakespeare, William, 1564-1616—Relationship with Women.

ESSAYS and CHAPTERS IN BOOKS can be located by looking in:
Essay and General Literature Index (Norlin Reference Index Tables)
under such headings as:

- Afro-American Women
- Education of Women
- Feminism
- terms beginning with the word "Women"
- names of individual women
- Lesbianism
- Women

BIBLIOGRAPHIES are listed in:
Bibliographic Index (Norlin Reference Index Tables)
under such headings as:

- Afro-American Women
- Feminism
- Mothers
- terms beginning with "Women" and "Women's"
- names of individual women, e.g., Bronte, Charlotte, 1816-1855
- Wives
- Women

Index Medicus (Science Library)
under such headings as:

- Physicians, Women
- Women
- Women's Rights

Music Index (Music Library)
under such headings as:

- Women in music
- other phrases beginning with the word "Women"
- names of individual women

Psychological Abstracts (Norlin Reference Index Tables)
under such headings as:

- Femininity
- Feminism
- Housewives
- Human Females
- Lesbianism
- Mothers
- terms beginning with "Female"
- Sex discrimination
- Sex-role attitudes
- Unwed mothers
- Wives
- Women's Liberation Movement

Public Affairs Information Service Bulletin (PAIS) (Norlin Reference Index Tables)
under such headings as:

- Black Women
- Discrimination against women
- Discrimination in education
- Discrimination in employment
- Feminism
- Housewives
- Widows
- Wife beating

Employment—Women
Women
terms beginning with "Women"

Readers' Guide to Periodical Literature (Norlin Reference Index Tables)
under such headings as:
Black women
Businesswomen
Celebrities
Feminism
Married women
Mothers
Single women
Widows
Women
terms beginning with "Women"

Resouces in Women's Educational Equity (Norlin Reference Tables)
all subjects

Social Sciences Index (Norlin Reference Index Tables)
under such headings as:
Attitudes toward women scales
Family
Housewives
Lesbianism
Mothers
Single parent families
Social work with women
Wife abuse
Women
Women's Liberation Movement
terms beginning with "Women" and "Mothers"

Sociological Abstracts (Norlin Reference Index Tables)
under such headings as:
Abortion
Birth control
Childbearing
Discrimination
Employment
Female, -s
Feminist, -s, -ism
Marriage, -s, marital
Prostitute, -s, -ion
Woman, -en
skim entries under specific sociological topic of interest to see if women were included.

B. *PERIODICAL ARTICLES* can be found by looking in the following *Periodical Indexes*:

Abstracts in Anthropology (Norlin Reference Index Tables)
under:
Women

America: History and Life (Norlin Reference Range 2 E151 A447)
under such headings as:
Feminism
Sex
Sex discrimination
Sex roles
Woman suffrage
Women
terms beginning with "Women's"

Applied Science and Technology Index (Engineering Library)
under such headings as:
Woman
terms beginning with "Women as" or "Women in"

Art Index (Art/Architecture Library)
under such headings as:
Feminist art
Mothers in art
Women
Women architects
Women artists
Women in art

Biography Index (Norlin Reference Index Tables)
under names of individual women in main section of the index and under kinds of occupations in "Index to Professions and Occupations" at end of volume.

Current Index to Journals in Education (CIJE) (Norlin Reference Index Tables)
under such headings as:
Females
Sex discrimination
Sex stereotypes
Women Professors
Women Teachers
terms beginning with "Women's"

Education Index (Norlin Reference Index Tables)
under such headings as:
Black Women
Business and Professional Women
College Students, Women
Mothers
Sex discrimination
Women

- Married Women
- terms beginning with "Women"

Historical Abstracts (Norlin Reference Range 2 D299 H5)
under such headings as:
- Feminism
- Prostitution
- Sex
- terms starting with "Women's"
- names of individual women
- Woman Suffrage
- Women

Humanities Index (Norlin Reference Index Tables)
under such headings as:
- Feminism
- Feminisim in literature
- Homosexuality and literature
- terms beginning with "Women"
- Lesbianism
- Women

Women Studies Abstracts (Norlin Reference Index Tables)

C. *NEWSPAPER ARTICLES* about *Women* are listed in:
New York Times Index (Norlin Reference Index Tables)
under:
- Abortion
- Housewives
- Pregnancy
- Sex crimes
- Women

D. *FUGITIVE EDUCATIONAL MATERIALS* (such as research reports, curriculum guides, bibliographies, talks presented at professional meetings) can be located in:
*ERIC. Resources in Education** (Norlin Reference Index Tables)
under such headings as:
- Females
- Feminism
- Mothers
- terms beginning with "Women's"
- Sex Discrimination
- Sex Role
- Women Teachers
- Working Women

(*RIE available on microfiche in Norlin; not published commercially.)

E. *U.S. GOVERNMENT PUBLICATIONS* can be found by consulting:
American Statistics Index (Norlin Reference Index Tables and Government Publications)
under such headings as:
- Abortion
- Families and Households
- Fertility
- Maternity
- terms beginning with "Women" or "Women's"
- "By Sex" in the "Index by Categories" section
- Maternity homes
- Prostitution
- Women

Congressional Information Service (Government Publications)
under such headings as:
- Abortion
- Gynecology and obstetrics
- Pregnancy
- terms beginning with "Women" or "Women's"
- Rape
- Women

Index to U.S. Government Periodicals (Government Publications)
under such headings as:
- Abortion
- Education—Women
- Employment—Women
- Motherhood
- Occupations—Women
- Women
- Women's movement

Monthly Catalog of U.S. Government Publications (Government Publications)
Since 1976 this index has used the same headings as those used in the Main Card Catalog—Subject Section.

SELECTED LIBRARY RESOURCES ON WOMEN

Because of its interdisciplinary nature, information on women is often difficult to find. This "Data Grab" serves as your "pathfinder" through the maze of resources in the University of Colorado Libraries. Ask for additional help at the Reference Desk.

Subject Headings in the card catalogs under which *books* on women can be found include the following:
WOMEN—(This heading is used only with subdivisions such as...
- —Crimes against
- —Diseases
- —Economic conditions

—Employment
—History
—Legal status, laws, etc.
—Psychology
—Social conditions)

WOMEN'S RIGHTS
WOMEN'S STUDIES
FEMINISM
AFRO-AMERICAN WOMEN
MEXICAN-AMERICAN WOMEN

See also phrases beginning with the word WOMEN such as WOMEN AUTHORS, WOMEN IN ADVERTISING, WOMEN IN ART, etc.

Journal Articles and some other materials on women are indexed primarily in the following abstracting and indexing services located on the Index Tables in the Reference Department.

Women Studies Abstracts Z7962/W6
Sociological Abstracts HM1/S67
Psychological Abstracts BF1/P65
Readers' Guide to Periodical Literature A13/R48
Public Affairs Information Service Z7163/P9
Social Science Citation Index Z7163/S6

Many other subject specialized indexes also have entries on women.

Bibliographies list books and other materials on women that might otherwise be overlooked. Some of the most useful ones in the Reference Department are as follows:

Stineman, Esther. *Women's Studies: A Recommended Core Bibliography*. 1979. Z7961/S75
Een, JoAnn Delores. *Women and Society*. 1978 Z7961/E4
Jacobs, Sue-Ellen. *Women in Perspective*. 1974 Z7961/J33
King, Judith D. *Woman*. 1974. Z7961/K5
Krichmar, Albert. *The Women's Movement in the Seventies*. 1977. Z7961/K57
Oakes, Elizabeth H. *Guide to Social Science Resources in Women's Studies*. 1978. Z7961/023
O'Connor, Patricia Ann. *Women*. 1973. Z7961/026
Rosenberg, Marie Barovic. *Women and Society*. 1975. Z7961/R67
Wheeler, Helen Rippier. *Womenhood Media*. 1972. Z7961/W64
Women's Work and Women's Studies. 1971–. Z7961/W48
Women and Literature. 1972. Z7963/A8W6
Ireland, Norma (Olin). *Index to Women of the World from Ancient to Modern Times*. 1970. Z7963/B6173
Kratochvil, Laura. *African Women*. 1974. Z7964/A3K7
Raccagni, Michelle. *The Modern Arab Woman*. 1978. Z7964/A7R32
Knaster, Meri. *Women in Spanish America*. 1977. Z7964/L3K525
Haber, Barbara. *Women in America*. 1978. Z7964/U49H3
Arthur and Elizabeth Schlesinger Library on the History of Women in America. *The Manuscript Inventories and the Catalogs of Manuscripts, Books and Pictures*. 1973. Oversize/Z7965/A78
Sophia Smith Collection. *Catalogs of the Sophia Smith Collection, Women's History Archive*. 1975. 7 volumes. Oversize/Z7965/S65/1975

Some additional *Handbooks and Reference Books* on women are located in the Reference Department under the call numbers HQ1101–HQ1883. Some of the most useful are:

Media Report to Women. 1972/74–. HQ1101/M4
Handbook of International Data on Women. 1976. HQ1115/H36
Woman's Almanac. 1976. HQ1115/I37
Female Studies. 1970–. HQ1154/W47
White, William. *North American Reference Encyclopedia of Women's Liberation*. 1972. HQ1154/W47
Who's Who and Where in Women's Studies. 1974. HQ1181/U5W48
Lynn, Naomi B. *Research Guide in Women's Studies*. 1974. HQ1206/L96
A Practical Guide to the Women's Movement. 1975. HQ1402/P7
Women's Organizations & Leaders. 1973–. HQ1406/W6
Women's Rights Almanac. 1974–. HQ1406/W65
Sherr, Lynn. *The American Woman's Gazeteer*. 1976. HQ1410/S48
Impact ERA: Limitations and Possibilities. 1976. HQ1426/I56
The New Woman's Survival Sourcebook. 1975. HQ1426/N49
Vetter, Betty. *Professional Women and Minorities: A Manpower Data Resource Service*. 1978. HD6278/U5V47/1978
Who's Who Among American Women. 1958–. CT3260/W5
Schlacter, Gail. *Directory of Financial Aids for Women*. 1978. LB2338/S32 (on Grants Table, Reference Department).

Government publications dealing with women are located in the Government Publications Library on the third floor of Norlin. Some of the most useful indexes to these documents are:

The GPO Publications Reference File (on microfilm in both Government Publications Library and Reference Department).
American Statistical Index (in both Government Publications and Reference Department).
Congressional Information Service (in Government Publications).
Women's History Sources (primary archival documents held in libraries across the nation).

HOW TO USE
Women Studies Abstracts

Z7962/W6 Reference Dept. v.1- 1972-

Scope: Since its inception in 1972, *Women Studies Abstracts* remains the only periodical index solely devoted to women as a subject. Its coverage is quite extensive, indexing materials on women from numerous publications in many disciplines and subject areas. *Women Studies Abstracts* is published as a quarterly index, with some abstracts, of both articles from U.S. and foreign publications, and U.S. government and United Nations documents. Also included in each issue is a listing of book reviews for books that are of interest for women's studies.

Organization: *Women Studies Abstracts* is divided into three major sections: Abstracts and Listings; Book Reviews; and Index. The first section is a listing of articles and documents, some of which have abstracts, under broad subject headings such as, "Society and Government," "Interpersonal Relations," "On the Nature of Prejudice and Sex Discrimination," and so on. Each citation in this section is consecutively numbered. The second part of each issue is the Book Review section. Here are listed reviews of books that are of interest for women's studies, arranged by the last name of the author of the book reviewed. As in the Abstracts and Listings section, complete bibliographic information is given for the article or review cited, and for the book that is reviewed. The last section, the Index, is a specific and detailed subject index to the citations in the Abstracts and Listings section. These quarterly Indexes are cumulated into an annual index for each volume of *Women Studies Abstracts*.

Caution: There have been two minor changes in *Women Studies Abstracts* that should be noted. Abstracts are no longer separately listed, but are combined with the Listings, and since the Winter 1978 volume *Women Studies Abstracts* has no longer contained book reviews, only a listing of book reviews.

Next Step: Check the CATALOG OF SERIALS for holdings, call numbers, and locations of journals cited. Check the AUTHOR-TITLE section of the main CARD CATALOG for holdings and call numbers of books. For locations of books, consult the master LOCATION CHART posted on the wall in the Reference Department. PLEASE CONSULT A LIBRARIAN FOR ADDITIONAL INFORMATION OR HELP.

THE ERIC SYSTEM: RESOURCES IN EDUCATION (RIE) AND CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Scope: The Educational Resources Information Center (ERIC) is a national information system supported and operated since 1966 by the National Institute of Education, U.S. Department of Education, to provide ready access to educational literature by and for educational practitioners and scholars.

ERIC acquires and announces the availability of educational literature (e.g., journal articles, research reports, conference papers, bibliographies, innovative practice reports). The literature is cataloged, abstracted, and then indexed using key words from the controlled vocabulary—the *Thesaurus of ERIC Descriptors*. Abstracted citations for unpublished research reports appear each month in *Resources in Education* (RIE). Annotated references to articles in selected journals are found in the companion monthly publication, *Current Index to Journals in Education* (CIJE). With the help of the *Thesaurus*, materials processed by ERIC can be identified either by manual searches of the printed indexes in RIE and CIJE or by computer searches of the ERIC data base available through the University Libraries' Computer Based Reference Service (CBRS).

Procedure: Outlined below are the four major steps involved in a manual search of the ERIC system (RIE and CIJE):

1) *First*: You need to become familiar with ERIC terminology in order to do your search. Using the *Thesaurus of ERIC Descriptors*, identify key descriptors relevant to your search, such as Individualized Reading. If additional search items are needed, use the narrower terms (NT), broader terms (BT), or the related terms (RT), listed under the descriptor heading, as shown in the example below.

WOMEN'S EDUCATION *Jul. 1966*
CIJE: 642 RIE: 921 GC: 330
SN Education of females (note: do not confuse with "women's studies")
BT Education
RT Adult Education
Coeducation
Continuing Education

Females
Postsecondary Education
Professional Continuing Education
Single Sex Colleges
Single Sex Schools
Sororities
Women's Athletics
Women's Studies

Women's Liberation
USE FEMINISM

Women's Rights
USE FEMINISM

WOMEN'S STUDIES *Oct. 1972*
CIJE: 315 RIE: 386 GC: 400
SN Curriculum or subject area encompassing the history and contemporary social, political, and cultural situation of women
BT Curriculum
RT Females
Feminism
United States History
Women's Education

2) *Then*: Consult the monthly issues of *Resources in Education* (RIE) for current documents on the subject. Check the Subject index sections under the descriptor Individualized Reading and other applicable descriptors you have chosen.

Check the most recent Semiannual index to *Resources in Education* for relevant documents using the same descriptors. Each document is identified by an accession (i.e., ED) number.

3) *Also*: Extend your search to the periodical literature by consulting the monthly indexes of *Current Index* to *Journals in Education*.

Check back through the CIJE Cumulative indexes, using the same descriptors. The identifying number for journal articles in CIJE are labeled EJ.

4) *Finally*: From the Subject index of each publication, go to the Resume section to read the abstract of the document or the annotation of the periodical article identified. These sections are clearly marked and the identifying numbers (ED, EJ) appear consecutively. You can then determine whether you want to obtain the full text of the document or article (availability information is given in each resume).

Next Step: If, after reading the abstract of an "ED" document, you wish to locate a microfiche copy of the full text, take the "ED" number and title to the Audio-Visual/Microforms Department (on the second floor of Norlin). A member of the Library Staff will retrieve the microfiche for you. Several microfiche reader/printers are available nearby.

If, after reading the annotation of an "EJ" article, you wish to locate a copy, check the CATALOG OF SERIALS for the holdings, call number, and location of the journal cited. PLEASE CONSULT A LIBRARIAN FOR ADDITIONAL INFORMATION OR HELP.

GUIDE TO USING
Resources In Education (RIE)

Scope: *Resources in Education* (RIE), formerly titled *Research in Education*, is one of the products of the very sophisticated and useful national information system for providing ready access to the literature of education, the Educational Resources Information Center (ERIC), of the National Institute of Education. RIE is meant to be used in conjunction with another ERIC-sponsored publication, *Current Index to Journals in Education* (CIJE), which indexes and summarizes only *published* articles located in educational and education-related journals. RIE, on the other hand, indexes and summarizes primarily *unpublished* reports—descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs. Norlin Library maintains a collection of these unpublished RIE documents on microfiche in the Audio-Visual/Microforms Department. Both RIE and CIJE use the subject headings listed in the *Thesaurus of ERIC Descriptors* and include only English language materials.

Organization: RIE is published monthly and cumulated into semi-annual volumes. The monthly issues include several separate indexes: Subject, Author, Institution, Publication Type, and "ED" Number Cross-Reference, as well as a Document Resumes section (wherein each entry is summarized). Each cumulation covers a six-month period and currently consists of two separate volumes: a Document Resumes volume and an Index volume. Each entry listed in a Document Resumes section or volume has an identifying "ED" number assigned to it.

Procedure: Locating summaries of RIE documents is accomplished by consulting any of the several indexes provided in both monthly issues and cumulated volumes of RIE. Use the index most appropriate for your search (usually the Subject Index) to locate the title of a document that is of interest to you; then look up the "ED" number which identifies that title in the companion Document Resumes section or volume. If you are searching by subject, first consult the *Thesaurus of ERIC Descriptors* to determine the most appropriate subject headings with which to search your topic in the Subject Index.

Next Step: If, after reading a summary, you wish to locate a microfiche copy of the full text of the document, take the "ED" number and title to the Audio-Visual/Microforms Department (on the second floor of Norlin Library). A member of the library staff will retrieve the microfiche for you. Several microfiche reader/printers are available nearby. Those documents that say they are *not* available from EDRS (ERIC Document Reproduction Service) at the end of the resume will *not* be available in Audio-Visual/Microforms.

Note: RIE and CIJE (the ERIC data base) can be searched via an online interactive computer system. Most research libraries have facilities for a computer-based reference search.

UNIT 5B
CURRICULUM UNIT ON CREDITING SOURCES

WMST 304: Sample Lesson Plan Fall, 1982
Instructor: Barbara Parker
Discipline: Women's Studies
Grade Level: University
School: University of Colorado
Format: Lecture/discussion/exercises
Time Frame: 1 hour; may extend into next period
Supplementary materials: MLA Note Sheet

GOAL: The purpose of this course is to increase research and public speaking skills for students enrolled in the class. The method for acquiring these skills is to provide opportunities for students to research, prepare, and present nonsexist curriculum units for teachers in other learning environments.

OBJECTIVES FOR THIS UNIT: Students will know and be able to use basic format for reference notes.

A. Students will be given a copy of the two-page adaptation from the *MLA Handbook* that outlines good note form (copy attached).
B. Instructor will review the MLA note sheet in class for student questions and organization.
C. Students will be asked to convert the following information into good MLA note form:
    1) Janice Pottker and Andrew Fishel edited a book called *Sex Bias in the Schools: The Research Evidence*. This book was published in 1977 by the Associated University Presses, located in Cranbury, New Jersey. The specific pages I want to cite are 122 through 124.
    2) I used a pamphlet called *As Boys Become Men: Learning New Male Roles.* This pamphlet was published by the Institute for Equality in Education at the University of Colorado, Denver. Publishing date is 1980. The author of the pamphlet is Doug Thompson.
    3) How do you determine the proper way to cite something that is a mystery to you?
        a. Use *MLA Handbook;*
        b. Ask someone who is likely to know;
        c. Students offer suggestions of what works for them (leave blank spaces to fill in useful student suggestions).

CORRECT CITATION FORM FOR QUOTATIONS AND SOURCES (ADAPTED FROM THE *MLA HANDBOOK*)

The basic purpose of notes is to provide a record of your sources of information. By providing a reference trail it is more likely that others can retrace your research steps and that you will have a permanent record of your research. The following are some examples of good note form.

I. BOOKS, FIRST REFERENCE
  A. Single author:
    Teri Perl, *Math Equals* (Menlo Park, Cal: Addison-Wesley, 1978), p. 22.

B. Multiple authors:
Barbara Gates, Susan Klaw, and Adria Steinberg, *Changing Learning, Changing Lives: A High School Women's Studies Curriculum* (Old Westbury, N.Y.: Feminist Press, 1979), pp. 22-24.
If there are more than three authors, one name followed by "and others" may be used, as follows:
Joan Farquahar and others,

C. Corporate or government authors (can appear in either of two ways: using author first, or report name first):
U.S. Department of Labor, *Perspectives on Working Women: A Databook* (Washington, D.C.: GPO, 1980), p. 22.

OR

Perspectives on Working Women: A Databook, by the U.S. Department of Labor (Washington, D.C.: GPO, 1980), p. 22.

II. BOOKS, SECOND REFERENCE

In general the need here is to be brief and to the point. The old usages of "op. cit." and "Ibid." are now out of style. What is in style is to give the last name of the author followed by a comma and a page number citation. If the author has more than one book or article that you intend to cite, then the proposed form is to cite author's last name, the book title, and the page number, as follows:

A. Author appears only associated with one work:
Perl, p. 83.

B. Author is cited for more than one work:
Perl, *Math Equals*, p. 83.

III. ARTICLES, FIRST REFERENCE

A. Articles from a journal that uses consecutive pagination. This is sometimes difficult to assess, but if the page numbers are in the several hundreds, this is probably the case:
Jeffrey Z. Rubin, Frank J. Provenzano, and Zella Luria, "The Eye of the Beholder: Parents' Views on Sex of Newborns," *American Journal of Orthopsychiatry*, 44 (1974), 512.

B. Articles from a journal that paginates each issue separately:
Sar A. Levitin and Richard S. Belous, "Working Wives and Mothers: What Happens to Family Life?" *Monthly Labor Review* (Sept. 1981), p. 26.

C. What if you do not know which type of pagination system the magazine uses? Use your best judgment as to what you should do, bearing in mind that the chances are good that page numbers above 150 are likely to be reflective of a journal that does paginate consecutively.

D. Articles that appear in an edited edition (anthology):
Marsha Federbush, "The Sex Problems of School Math Books," in *And Jill Came Tumbling After*, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell, 1974), p. 44.

E. An article in a monthly magazine:
Gerald Lanson, "Information, Please," *Science*, March 1982, p. 38.

F. An article in a weekly magazine:
Super Woman, "My Life In Review," *Feminism Weekly*, 12 March 1982, p. 83.

G. An article from a daily newspaper (if this is a large daily newpaper, you may need to cite a section and a column number; the order of this is: section, page, column number):
Kathy Kaiser, "Affirmative Action," *Colorado Daily*, 3 March 1982, Sec. 1, p. 22.

H. Personal or telephone interview:
Personal interview with Rona Cantor, Women Studies Program, University of Colorado, 2 March 1982.

OR

Telephone interview with Judith Weltman, Women Studies Program, University of Colorado, 2 March 1982.

IV. ARTICLES, SECOND REFERENCE

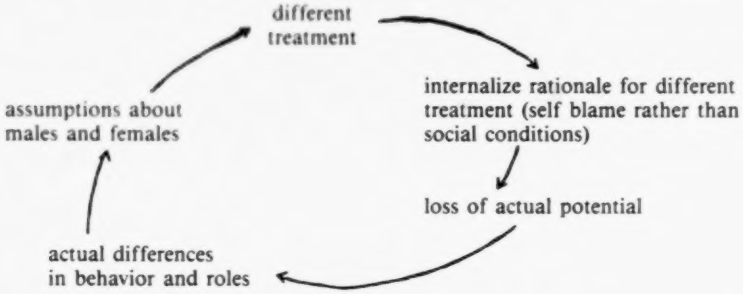
Kaiser, p. 22.
-OR- as with books, if Kaiser has more than one work that you intend to cite-
Kaiser, "Affirmative Action," p. 22.
Kaiser, "Disaffirmative Action," p. 32.

It will not surprise you that there are many other types and forms for reference notes. The above is meant to be a general guideline. For more detailed information, refer to:

Joseph Gibaldi and Walter S. Achtert, *MLA Handbook* (New York: Modern Language Assoc., 1980), pp. 28-39.

UNIT 6A
SCHOOL SOCIALIZATION: SEX BIAS IN TEACHER INTERACTION

In Rita Bornstein's article "Sexism in Education" (Chapter 2), she draws a diagram illustrating the cycle of sexist assumptions. We have discussed those assumptions as they are operative in our society, and so we have a beginning point for analyzing the circle Bornstein draws. However, I would like to expand that drawing to include one other variable that Bornstein did not include, and so my circle will look like this:


different treatment
internalize rationale for different treatment (self blame rather than social conditions)
loss of actual potential
actual differences in behavior and roles
assumptions about males and females

We have already talked about the assumptions that punctuate women's lives: those assumptions are related to what women should do, but are most powerfully articulated in what women should *refrain* from doing. If the assumption is that women are too fragile to do certain types of work, for example, then this will result in their being treated differently than males when that kind of work is to be completed. This is a generalization that identifies a particular occurrence (for example, a certain woman is too fragile to do some type of work) and extends that "knowledge" to include all women. It is in the extension of this generalization that the different treatment becomes institutionalized. How does this then become a patterned expectation?

Precedent is one standard. In American history, particularly in the colonial and frontier era, the family was the central unit of support, and it was the family's success at supporting itself that determined its place in the world relative to material goods. So the role of producing and raising children was important. Maintaining the domestic sphere was also critical to survival. This condition is no longer operative, but the scarcity of jobs induces the society to pretend as though it is still an important role. The guilt factor then says that a woman *should not, could not* do certain things (not because she is incapable) but *because she is a woman*. The individual woman, acting and living in possible isolation, then internalizes and acts on this response. If she expresses discontent, she is encouraged to believe that this discontent springs from her own inadequacies. Few ever consider, much less credit, the possibility that she remains a part of the reserve work force because external social conditions determine that factor. Once she experiences both the internalizing of the condition and views the different treatment, then she is "ready" to give up and lose the actual potential. This in turn results in an actual, measurable difference in her behavior and her roles.

As an example, let us trace this process in a particular area of endeavor, such as math skills. There is a general societal expectation that men are more capable than women in all the applied sciences, particularly math. This assumption about male and female capabilities leads to differential treatment of boys and girls. In schools this differential treatment can be expressed by a variety of overt and subtle cues. Teachers, parents, and counselors may encourage girls to end their math training following the basic algebra/geometry requirements. Texts may similarly convey the message that girls can rarely expect to use math skills beyond those necessary for following cooking recipes or buying groceries. If a girl is competent in math the cumulative effect of covert and overt messages militates against the further development of those skills, suggesting that her interests or abilities are mutually exclusive to being female. Because gender is not a factor that can be altered, the individual may see little choice but to alter her behavior. In doing so she rarely, if ever, recognizes—much less questions—the social assumptions, but instead believes that she must be deficient because of her "deviant" interest. This internalization of the assumptions frequently leads to actual lost potential as girls pay less and less attention to math assignments, learn less, and consequently are ill-prepared for additional math learning that is based on mastery of basic skills. This loss of potential is then reflected in observable differences between boys and girls. A pertinent illustration is in math. According to Maccoby and Jacklin (*The Psychology of Sex Differences*), girls usually start out ahead of boys in math and science in the early grades, but lose this advantage in junior high school and lag far behind boys in high school math/science achievement tests.

The societal result of this pattern is an apparent density of males in fields and disciplines related to math and science, and a scarcity of females in those fields. Both results lend credence to the traditional assumption that these fields are separated along gender lines and thus the cycle repeats itself. A matter of some interest to all of us is the fact that this cyclical process is in the aggregate, but can become operative for the individual at any stage in the life cycle. For example, it may be that a young girl will know that she "can't" do math by second grade. It may also be that she will successfully complete the math sequences throughout high school, only to have that success reversed in college or later in life. Much of this depends upon the actual circumstances for that individual as well as upon the individual herself.

What this implies is that just as socialization can become operative at any point in the life cycle, it can also be reversed at any point in the life cycle. At present we do not know how much input is necessary to interrupt the cycle of sexism, just as we do not know how much sexism is required to socialize individuals in the traditional roles. However, we do suspect that there is a critical point for every individual at which he or she admits the possibility that sex roles are limiting roles. We know there are many types of input contributing to a critical mass. Outside schools these inputs are media and popular culture, role models, parents, siblings, peers, and social institutions, such as churches and synagogues.

Within schools, the major factors relating to learning sexism are texts, course work, role models, peers, and the structure of the educational system. The following review focuses on some of those factors, all of which can be affected by the guest teacher. As we review this list, consider the ways in which you could teach in order to affect these elements in the hidden curriculum of the educational system. This will be a quick review because we will consider some of these factors—e.g., teacher interactions, texts, and language—later in the course.

A. Academic Curriculum.
  1) Texts.
    a. Images of men and women are traditionally partitioned into active roles for males, passive roles for females.
    b. Females, as well as other minority or ethnic group members, are severely under-represented in texts.
  2) Course Work.
    a. Despite Title IX prohibitions, boys and girls (as well as members of minority groups) are traditionally "tracked" into courses that prepare them for different careers. Girls are often concentrated in business studies and language arts, minorities into vocational-technical courses, and white males into college preparatory courses.
    b. The titles of courses, e.g., "Bachelor Survival," frequently reflect an expectation that only certain students are expected to express interest in that course.
    c. Many courses aimed at boys or middle-class children receive greater allocations of resources than those available to all students. For example, there is some evidence that capital intensive courses, such as computer science, are directed primarily at boys. Similarly, language laboratories use equipment that is of most benefit to those in college preparatory training.
  3) Language.
    a. "Man" is the generic for human beings and is almost universally used, despite evidence that both boys and girls understand the term to include males but not females.
    b. Many words and examples discount female existence, if it is acknowledged at all.
  4) Role Model Behavior.
    a. Teacher expectations for classroom performance and behavior are consistently different for boys and for girls.
    b. Counselors and teachers indicate their preferences or expectations for student enrollment by the way they treat those students.
    c. Students take a great deal of direction from observing peer behavior and enrollment behavior.

B. Extracurricular Activities.
  1) Sports.
    a. There are multiple symbols of status attached to sports activities. These include monies allocated for equipment and uniforms, time slots and facilities made available for sports events, the amount of time devoted and pay received by coaches, and audience turnout.
    b. Sports are frequently organized to conform to sex-role expectations. For example, as girls began to participate in sports, they were clustered in those sports that were individual rather than team oriented, e.g., tennis and gymnastics. Moreover, in the last decade, concurrent with increasing female participation in these sports, we have seen a new "feminizing" influence; thus we observe gymnasts with pony tails and bows, tennis players in skirts and ruffled panties.

2) After-school Activities.
   a. Many of the opportunities available to girls are support roles, e.g., cheerleading and pep clubs.
   b. Other after-school activities remain sex-segregated, including Future Homemakers, Future Farmers, scouting (though not at the Explorer level), and similar activities.

INTERPRETING AND REACTING TO STEREOTYPES

GROUP 1:

a. On an elementary school playground, a girl is being chased by several boys who are taunting her by trying to lift her skirt up. You are the teacher she runs to, crying, to tell about this. Before you have a chance to respond, another teacher says to the girl, "If you wouldn't tease the boys they wouldn't chase you."
b. You see a 12-year-old boy hurt himself and begin to cry. A teacher you are with tells the boy to, "Stop crying and act like a man."
c. In the teachers' lunchroom, the subject of women's liberation comes up. After the initial jokes, someone says, "Those libbers are just putting down women by rejecting their natural—and needed—roles as wives and mothers."
d. Your school hires a male secretary. You hear some students making fun of him: "I bet he does all the cooking and cleaning for his family, too!" they say.

GROUP 2:

a. As a high school senior, you have heard of a construction trades apprenticeship program for women and you decide to apply. You tell your math teacher and he jokes, "Oh, you'll look cute in a hard hat."
b. You are told by another woman that her husband (who is a junior high school principal) did not hire you to teach because, "Those kids need a man to control them."
c. As a teacher, you read aloud your school's morning bulletin to your homeroom class. The bulletin contains a statement that, in accordance with a new district policy, a school is encouraged to have male cheerleaders for women's teams. Your announcement is met with loud laughter and jeers by the males present.
d. One of the boys in your school has enrolled in a modern dance class. You hear some of the students calling him a "queer" ("femme," "fag") behind his back.

UNIT 6B
SEX BIAS IN TEXTS

In Chapter 3 of the text *Sex Equity Handbook for Schools*, we have read that:
—95% of all teaching time is spent with some type of instructional material;
—14,000 hours of school time is spent with instructional materials between the grades of kindergarten and senior high.

The time spent with resource materials is significant, and particularly relevant to us as we consider methods of socialization. What types of bias can we expect to find in these texts?

This lecture provides a particularly good opportunity to use student experience as a basis for discussion. They have read the type of texts discussed here, and can point out additional information or examples.

I. Invisibility.

Women and/or minorities simply do not appear. This is demonstrated in your text by the "Susan B. Who?" quiz; did you find, for example, that the harder questions were ones for which you had least personal experience? I found that my weakest area is in knowing accomplishments of minority women. In asking myself why that is so I had to look at the progression for women's studies, which started as mostly white and middle-class and only later began to look at the issues of ethnicity and race.

The fact of invisibility is particularly important inasmuch as both boys and girls need positive role models in order to develop self-esteem. When girls do not see positive role models, then it follows that they have no basis upon which to consider assuming public roles.

Incidentally, the fact of invisibility suggests a useful exercise to use with the students you will teach in your classroom assignments. For example, you can ask students if men and women have equal opportunity now. Many of them will answer in the affirmative because they have been taught to believe that change has already occurred. You can then ask them (as a group using the chalkboard or individually as a paper and pencil exercise) to take a few minutes to list all the famous men and women they can think of. The results produced will generally reveal:

1) long lists of male names and shorter lists of female names;
2) males listed will generally run the gamut of public roles, including politics, sports, entertainment, science, and industry;
3) females listed will be clustered in only a few public roles, particularly sports, entertainment, and wives-of-great-men;
4) virtually all names listed will be persons who are white.

If the results are as expected, the exercise then raises several useful discussion questions, such as:

1) why do we most often name whites when we think of famous people?
2) why are famous women most often in object roles?
3) if change has indeed occurred, why are there so many fewer names of famous women on the lists?

In addition to illustrating some of the points you wish to raise, this exercise also demonstrates a teaching method that is valuable in women's studies. Because many people, especially young people, believe that change has occurred, it is often difficult for them to accept a lecturer's word to the contrary. By using the group exercise approach, the evidence indicating that change is limited comes not from the lecturer, but from the paricipants themselves in the form of their answers. This reduces the possibility that they will reject the lecturer's assumption (change is slow) and prepares them to actively consider the discussion questions.

II. Stereotyping.

We have already talked about stereotyping a number of times, identifying traditional sex-role stereotypes with the chalk board exercise we did earlier in this course. Stereotyping, as you know, is demonstrated by portraying people in rigidly prescribed roles. An example is to show women as passive and nurturant, while men are proactive and aggressive in life. Can you think of some examples from your own texts that demonstrate this behavior?

For children, stereotyping serves to tell them what they should or should not aspire to in terms of present behavior and future careers. As girls see women in service roles, they develop a sense that these roles are also appropriate for them. Boys, by the same token, then develop the conviction that women are to serve, while they themselves are meant to lead.

III. Selectivity and Imbalance.

The best example of selectivity for me is the fact of periodicity in history. Many of you enroll in American history classes, and having enrolled, what major divisional markers are you taught to recognize in history? For American history, the time line is usually some war. The best example of this is introductory history classes that take American history up through the Civil War; the second half of that course takes you beyond the Civil War. This is not a phenomenon peculiar to American experience. If you wish to illustrate this point, a good visual representation appears on a poster, for example, with a time line of American history from 1800–1980. The top half of the time line is labeled "U.S. History"; significant events listed are typically male events such as wars, technological achievements (e.g., invention of the reaper), and presidential elections. The bottom half of the time line is labeled "Women's History." The significant events across this continuum are those that typically do not apppear in U.S. history texts. These events include the first Woman's Rights Convention, universal suffrage, the International Ladies' Garment Workers strike of 1909, and others.

Another example of selectivity is demonstrated by the fact that many historians represent the point of view of those who were "victorious" in some sense. So, for example, we read American history not from the point of view of the Native Americans, but rather from that of the European settlers who claimed the territories as their own. Another example is the way we as a nation have chosen to ignore the relocation of Japanese-American citizens during World War II. By and large we disenfranchised these people because of their heritage, and yet as a nation we usually do not talk about our having done it. Other examples of people about whom we hear little are the Chinese arriving at Angel Island, Russian Jews, and Black Americans.

IV. Unreality.

According to 1980 Women's Bureau statistics, one in seven families are maintained by women, but for Black families that ratio increases to one out of four families maintained by Black women workers. Despite these data, many texts and readers persist in focusing primarily on the intact nuclear family. Textual changes admit some examples of single-parent and/or extended families, but few consider the reconstituted family as a product of divorce and remarriage, lesbian and gay male families, communal households, or any other of the many varieties of household structures. The reality of reconstituted families is evident in the following example from Boulder, Colorado. In a meeting with teachers at a specific school, several teachers described a proposed university research project intended to study the characteristics of the "average" nuclear family. The teachers explained that the study had not been conducted at the school because researchers could not identify enough nuclear families that conformed to their definition of average. This example provides a particularly relevant illustration of the problems with unreality in texts: the students in the school were consistently exposed to texts that view the nuclear family as the norm, yet few of them experienced daily life consistent with those norms.

Imagine how you might feel (or even have felt) when texts establish a cultural standard of "family" different from your own experience. Children from such families feel as though *they* are the "different" ones, deviants in a society that conforms. Of course, this is not based on fact, but the result is a sense of unreality for those whose experiences differ from what they believe to be the norm. In essence the real problem here is social invalidity.

Another way that texts may reflect unreality is by ignoring unpleasant and/or controversial issues. An example of this, based on Japanese culture, has appeared in the press during the last year. As you may recall, the records show that the Japanese invasion of Southeast Asia during World War II was brutal to indigenous peoples. Just recently, however, the press reported that Japanese textbooks have downplayed that aspect of Japan's participation in the war. This is an example of unreality that will distort Japan's role in the war to today's students of Japanese history.

V. Fragmentation and Isolation.

You have seen many examples of fragmentation and isolation in texts, although you may be unaware of the message conveyed. Typically minority and/or female contributions are not an integral part of the text but instead appear in marginal notes or in boxes outlined in black. This method of isolating material from the main text has the effect of implying that this information is not very important because if it were, it would be a part of the text itself. This subtle message is often acknowledged and internalized by teachers who pass it on to their students by failing to develop test questions on isolated information, or who even excuse students from reading marginal notes. While the teacher may not overtly wish to discriminate, he or she may do so by failing to make the connection between marginal notes and the general concepts of the text. This type of sex bias appears in many texts, and although one might argue that any representation of minorities and women is an improvement, such isolation and fragmentation often demonstrate the divisions between the mainstream and minority or female existence.

VI. Linguistic Bias.

There are numerous ways to examine texts for bias. Many publishers issue guidelines for avoiding bias in texts, and many individuals and organizations have prepared checklists for evaluation of texts. Several examples of those checklists are appended to this unit. One textbook evaluation was conducted by Women on Words and Images and appears in *Dick and Jane as Victims*. In this 1974 study, 134 elementary school readers representing 14 publishers were gathered from three suburban New Jersey towns. The study itself analyzed these texts, looking for comparative data in the portrayal of boys and girls. Almost 3,000 stories were rated, resulting in the following findings, reflective of sex-role stereotyping.

ACTIVE MASTERY THEMES

	No. of boys illustrating theme	No. of girls illustrating theme
1) Ingenuity, cleverness, resourcefulness	131	33
2) Perseverence and initiative	169	47
3) Strength, bravery, heroism	143	36
4) Apprenticeship and coming of age	151	53
5) Gratuitous fame and fortune	87	18
6) Exploration and adventure	216	68

Other active mastery themes are indicated, but numbers represented are not reported. These are:

7) Routine helpfulness vs. elective helping. In the vast majority of stories, girls are *expected* to be helpful and nurturant, while boys earn moral points for *electing* to be helpful. This may be reflected in adult household roles to the extent that women assume primary responsibility for maintenance, while men "help out."
8) Earning, trading, and acquisition. Boys earn resources directly through their own activities, while girls earn indirectly through their relationships with others.
9) Competition and use of power. Most stories of competition are sports-oriented. Boys are characterized as winners, while female victories are attributed to chance.
10) Friendship. Boys are characterized as bonding with one another.
11) Morality. Sometimes the "lucky" boy is seen as resourceful, rather than opportunistic or reprehensible.

The general observations we can make about textual representation of active mastery themes is that boys are well represented while girls are underrepresented. Males are characterized as owning certain skills such as initiative, creativity, bravery, and acquisitiveness. Moreover, a clear message is that it is lucky to be a boy because of opportunities available to boys, and to the men they will become. The reverse experience is suggested for girls, as is reflected in the following assessment of passive story themes.

SECOND SEX THEMES

	No. of girls illustrating theme	No. of boys illustrating theme
1) Passivity and dependence	119	19
2) Altruism, kindness, and motives to help others requiring a personal sacrifice	[Not reported]	
3) Domestic helper roles of cooking and cleaning	166	50
4) Being victimized or humiliated as a gender	65	2

Other second sex themes for which numbers are not reported:

5) Incompetency. Girls' accidents occur because of their own miscalculations or skepticism, boys' accidents are attributed to chance or to curiosity. These images may encourage boys to take the risks from which they can learn but discourage girls from similar learning.
6) Feelings and emotions are generally acceptable behavior for girls. In particular, girls are represented as fearful.
7) Physical appearance is emphasized for girls, but not for boys.

As we can see, second sex themes reflect a strong message that girls are strange, inferior, passive beings whose major contributions to society are as physical objects or nurturant helpers for others.

Classroom exercises that are useful to illustrate these points appear in the textbook Sex Equity Handbook for Schools. *Other types of exercises follow that identify these same types of bias as they are reflected in the classroom and in texts. A third type of activity is to ask students to work in groups to develop written instances of sex bias in classroom interactions. Then they can challenge others in the class to identify the bias that is described. This third option has the effect of helping students to develop skills for designing and using classroom exercises.*

CLASSROOM EXERCISE
IDENTIFYING SEX BIAS IN THE CLASSROOM

Following the reading of Chapter 3 in Sex Equity Handbook for Schools, *a possible student activity is to complete the test for identifying and naming sex bias in textbooks that appears in the text. That exercise can be completed individually or by groups.*

Equally important for students is that they understand how these types of sex bias also manifest themselves in human interaction. The following are some examples of classroom experiences. Students can be asked to work individually or in groups to respond to these instances. In all cases students are asked to decide if sex bias is present, to identify the type of bias represented, and to make suggestions for how this bias situation could be corrected if bias does exist.

1) The teacher instructs the class, "Boys are to line up over by the blackboard, you girls come stand by me."

2) In biology class Mr. Jones instructs students: "We will be dissecting frogs today. Now, I know you girls will find this difficult, but remember that you have to complete this project for a grade."

3) During parent/teacher night the children in the classroom present a skit they have prepared. There are not enough seats so the teacher suggests that the boys go next door to bring in chairs for their mothers.

4) The school musical is in progress. The first graders are following a western theme tonight. They sing about cowboys, about horses and saddles, and about winning the West.

5) Junior high students are given standardized forms that must be completed each year in order to assess how many parents of enrolled students work for the federal government. In distributing the questionnaires, the teachers tell students to take these forms home to their fathers.

6) High school students receive a handbook. In that handbook, students are cautioned that they must adhere to a dress code that forbids sandals, sleeveless T-shirts, beards, and mustaches.

FROM: *Strategies for Change: A Resource Guide for Combatting Sexism in Elementary and Secondary School Curriculum*. S.E.E. Institute. Used with permission.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS

Each of the following examples is taken from textbooks currently being used in the classroom. If you do not detect any sex bias in the excerpt, write "No" and go on to the next example. If you do detect bias, write down the form of bias and indicate how it might be corrected.

1) "Women had no economic importance outside their agricultural and domestic work until the 20th century."

Is there sex bias in this excerpt? ____________________
If so, what form? ____________________
How could the bias be corrected?

2) "In a school election Dan was elected president of the student body of 400 by a vote of three to one. In the same election Dorothy and Jane were candidates for secretary. Jane won by a three to two vote. How many votes did each girl receive?"

Is there sex bias in this excerpt? ____________________
If so, what form? ____________________
How could the bias be corrected?

3) "So this was what women demanding the vote were coming to! Wearing pants! *Harper's* in 1851 didn't know how prophetic they were!"
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could the bias be corrected?

4) "It was in 1920 that Susan B. Anthony and her picket lines of militant suffragettes—for so long the target of jibes and cartoons—pushed their vote for woman rights onto the floor of congress."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could this be corrected?

5) "I bet you'd like to cry," the principal said.
"No," Dudley said, and began to cry, "Boo-wha, hoo-wah," he cried.
"That's fine," the principal said when Dudley was through.
"I'm sorry," Dudley said.
"What for?" the principal said. "You did that very well."
"But only sissies cry," Dudley said.
"A sissy," the principal said, "is somebody who doesn't cry because he's afraid people will call him a sissy if he does."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could this be corrected?

6) "Men of energy and ambition from all the nations of Europe converged on . . . [America]. It was a saga such as modern man will never repeat."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could the bias be corrected?

7) "The members of the W.A.C. fill an important place in the Army, relieving men of desk jobs."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could the bias be corrected?

8) "Just as every citizen of this most powerful nation has taken on new power, his vote has been magnified. If he jams the gears of his governmental machinery, most of the world is jarred. The eyes of the world are on the American citizen and his country."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could this bias be corrected?

9) "In the early march of modern industry abuses have arisen. Children, women have broken their health because they have been forced by need into work they ought not to have undertaken. Men have risked unneccessary hazards of accident, chanced their health in miserable surroundings—martyrs to the progress of industry—to earn a living."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could the bias be corrected?

10) Pioneers of Nuclear Energy: "Marie Curie found that pitchblende ore was even more active than uranium salts in clouding photographic plates. Yet no element other than uranium was known to be radioactive. There must be some new element in the ore, she reasoned, and with the help of her husband Pierre proceeded to isolate and refine radium."
Is there sex bias in this excerpt?____________________
If so, what form? ______________________________
How could the bias be corrected?

FROM: Martha P. Cotera. *Checklists for Counteracting Race and Sex Bias in Educational Materials*. Newton, Mass.: Educational Development Center, 1982. [Questions 3–8 were selected from *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography*. Ed. Maxine Dunfee. Washington, D.C.: Association for Supervision and Curriculum Development, 1972. See also, Laurie Olsen Johnson, *Nonsexist Curricular Materials for Elementary Schools*. Old Westbury, N.Y.: The Feminist Press, 1974.]

EVALUATING SOCIAL STUDIES TEXTS AND MATERIALS FOR RACIAL STEROTYPING

Examine the books in use and list the following for *both* text and illustrations.

1) The number of jobs in which minority men are shown: ________
2) The number of jobs in which minority women are shown: ________
3) The kinds of jobs in which minority men are shown: ____________
4) The kinds of jobs in which minority women are shown: ____________

Under each category listed below, count the number of minority men and women mentioned by name.

	MEN	*WOMEN*
a. Government		
b. Settlers		
c. Pioneers		
d. Revolutionaries		
e. Abolitionists		
f. Scientists		
g. Political leaders		
h. Explorers		
Total number of minority individuals listed by name:		

1) Do you think this is an adequate representation of actual minority contributions?
2) Can you think of minority members in these categories who were not mentioned in the book or unit? Compare with *The American Negro Reference Book* and *The Negro Almanac*.
3) Does the text supply an accurate and sound balance in the matter of historical perspective, making it clear that all racial, religious, and ethnic groups have heritages that can serve as a source of group pride?
4) Does the text examine the historical forces and conditions that have operated to the disadvantage of minority groups?
5) Does the text examine contemporary forces and conditions that at present operate to the disadvantage of minority groups?
6) Is an attempt made to analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving social problems?
7) Does the material seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy, to demand freedom and justice and equal opportunity for every individual and for every group?
8) Does the material help both minority and majority group students to identify with the educational process by providing content and illustrations that give all students opportunities for building a more positive self-image, pride in their group, and knowledge consistent with their experience?

UNIT 6: SCHOOL SOCIALIZATION: SEX BIAS IN TEACHER INTERACTION AND TEXTS REFERENCES AND SUGGESTED READINGS

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UNIT 7
COMMUNICATION SKILLS

By the time students enroll in this class, often their experiences have persuaded them that there is one single best way to teach—and that is to lecture. The following unit on communication skills, as well as the experiential exercises used in earlier and later course units, is meant to demonstrate that there are many ways to teach. Moreover, there is far more latitude available to the lecturer than the directive style normally observed in college classrooms. Therefore, one objective for this unit is to demonstrate the range of behaviors typically practiced by teachers. A second related objective is to demonstrate that many behaviors are useful and acceptable to audiences, but that the choice may be dictated by the specific audience on the basis of age, expected receptivity, interest, or other variables. In this case, the speaker can best prepare for a successful presentation by suiting her delivery to the particular audience.

By this point in the course, students have received their teaching assignments. While they typically feel capable of selecting and researching a topic, in part because this requirement of the course is not unlike other academic work they have faced before, few have prior experience in orally presenting their work to others. Moreover, students very often fear that they will not be successful in their teaching experiences, as is reflected in the concerns they express *in the first course questionnaire. Their responses to the question, "Do you have any concerns about being in this course?" focus on those fears, and are illustrated in the following comments: "The teaching aspect of this course scares me"; "How effective will I be in the classroom?"; "I'm concerned that I may not be able to perform up to my satisfaction"; "I am concerned about doing a good job in the class"; "I hope I have the self-confidence to teach well." All of the concerns expressed—and there were many more similar to those recorded above—focused on two central themes:*

1) students cared about doing well;
2) students feared that they would not be "effective" teachers.

I attributed those concerns to the fact that students had little prior public speaking experience against which to judge their abilities, and, on the other hand, had had considerable numbers of social experiences suggesting that women are judged rather severely when they do assume public roles. Moreover, classroom discussions and the Sexist Assumptions Exercises frequently demonstrate that when students informally teach others about feminism, they are often subject to censure, ridicule, and rejection. Although this course in no way suggests that the public will readily embrace feminism, this unit demonstrates how teachers can prepare their audiences to listen to and reasonably judge content.

The first step in preparing this unit is to ask students to collect the data for classroom review. Each student is given copies of the "Evaluating Effectiveness Exercise" early in the semester, and instructed to attend two or more public presentations on a "women's issue." Possible choices are lectures, panel discussions, film screenings with moderated discussions, or similar activities. The completed Evaluating Effectiveness Exercises are submitted to the instructor the week prior to the unit for which they are used. The instructor can then synthesize student comments and discuss them in class. The following pages are a synthesis of observations from students in the WMST 304 class.

EVALUATING EFFECTIVENESS: SYNTHESIS
INTERACTION OF VERBAL AND NONVERBAL BEHAVIOR

I. *How Do Teachers/Panelists Establish Contact with the Audiences?*
  A. Eye Contact:
    1) Positive Interaction.
      a. Sequentially establish and hold briefly eye contact with individual members of the audience.
      b. Sweep the audience frequently, suggesting through eye movements that the entire audience is being considered.
    2) Negative Interaction.
      a. Looking at notes almost exclusively, resulting in minimal eye contact;
      b. The result of this behavior may be audience disinterest;
      c. Quick, darting eye movements; this type of contact may suggest that the speaker is afraid of the audience or not comfortable with the topic.

    Which of the types of eye contact mentioned are most useful in establishing contact with you as a member of an audience? Which method do you use when speaking with others?
  B. Revelation:
    1) Contact can be made by revealing something about oneself; this may include using humor, telling an anecdote, or telling the audience how you developed an interest in the topic at hand. Humor can be tricky, however, because it requires a shared base of experience.
    2) Ask the audience to reveal something about themselves as individuals or as members of a group. This technique helps to establish contact with individuals, aids in developing a sense of group identity, and most importantly helps the speaker to assess the interests and expectations of audience members.
      a. In a small group, individuals can be asked to introduce themselves or to tell the group their interest in the topic.
      b. In larger groups, individuals can be asked to respond by raising their hands to questions such as, "Are you familiar with today's topic?"
      c. In any size group, the speaker can build a sense of solidarity with the group by referring to comments made by the audience. For example, if audience

members indicate that they know little about the topic, the speaker can establish contact by referring to her/his early or first point of interest in the same topic. This type of reference reduces barriers between speaker and·audience.

3) Clarification of goals: tell people what it is you are going to do; give them a set of criteria by which to judge you. People like to know what to expect; alert them to what they should look for; people enjoy clarity.

II. *Were Panelists Well Prepared? How Do You Know?*

A. Prepared people:

1) Do not have to make overly frequent reference to their notes:

2) Give strong nonverbal cues—strength of voice, body at ease, etc. What are the ways in which one demonstrates that ease; what are the evidences of body ease?

a. open stance, toes out, legs apart, long strides in walking;

b. active, fluid movement in front of lectern;

c. hand gestures open;

d face smiling, head nodding, other affirmative gestures;

e. clothes fit, and speaker appears comfortable with herself.

3) Are able to bear interruptions because they know the topic and their objectives and will not be confused or diverted by questions or comments.

B. Poorly prepared people:

1) Refer to their notes frequently, if not exclusively;

2) Have to have strict structure because interruptions might cause them to lose their place.

3) Give off nonverbal messages:

a. closed stance, toes pointed inward, arms crossed, staying behind lectern as if for protection, little stride, if any;

b. soft voice, hemming and hawing, talking very fast, giggling inappropriately, self deprecating comments;

c. rigid or limited hand gestures;

d. face alarmed, concerned, no nodding, little smiling, inappropriate joking;

e. defensiveness in answering questions.

III. *What Kind of Things Work Best for People You Observed?*

A. Using visual aids and well-chosen examples, pamphlets, slides, board examples.

B. Demonstrating a clear commitment of interest to the subject matter, thus taking you and others seriously.

C. Getting the audience to also be involved in the presentation; having people care by demonstrating deep involvement.

D. Clarity of subject matter.

E. Treating audience as people:

1) Not condescending to questions, treating people equally well.

2) What happens when you treat a question as silly or unworthy? People make a quick connection—"That could happen to me" and turn off; they will not risk a similar response.

3) Avoiding defensiveness is another way to show confidence in self, in topic, and respect for the audience.

IV. *What Would You Do Differently?*

A. Say what you are going to do and do it; make connections for people all along.

B. Understand that people can hear best when they are physically and emotionally comfortable.

C. Meet your commitment; start on time and do what you were billed to do.

D. Gauge length to the audience—too long is worse than too short.

V. *What Are the Sources of Dissatisfaction for Audiences?*

A. Rigidity, little role for audience.

B. Something that was promised was not delivered.

C. Presentation not geared to that audience.

VI. *What Are the Sources of Satisfaction for Audiences?*

A. Self-interest and personal involvement with the topic.

B. A good role model, enthusiastic presentation.

C. Receipt of the promised goods.

D. Liking something, feeling that it was worth hearing from that person, time well spent.

VII. *How do Panelists Field Questions*?

A. If questions are likely to be hostile or difficult to answer, the speaker can ask that questions be written and passed up to her. Then she chooses the questions useful for the discussion she wishes to lead. In some cases, hostile questions can be used to good advantage. Consider the case of a University of Colorado panel presentation on women's issues. Questions were passed to the front, one of which queried, "Don't you think feminists are involved in women's issues because they are all ugly?" The implication, of course, is that women pursue feminism because they have been rejected by male culture. The panelists, all of whom were attractive by any standards, chose to read the question. Following a second of silence, the audience burst out laughing, thus demonstrating a group response to the question.

B. If questions are taken from the floor, one occasionally confronts a hostile question, or one that is difficult to answer. In either case the speaker can gain additional time to formulate a response by asking that the questioner elaborate on the question. Many times a hostile question will be less confrontative when rephrased, or the questioner will more clearly articulate what he or she is asking.

C. Women's studies topics frequently raise questions that go far beyond the scope of the topic at hand. If this happens, the speaker should not feel obliged to develop a comprehensive response. Instead one can credit the worth of the question but suggest that:

1) it lies outside the scope of the present lecture, but can be pursued by referring to readings or to other people who have the requisite expertise;
2) other members of the audience may have expertise in that area and could be approached following the formal question session.

D. Questions may be well within the scope of the topic at hand, however, the speaker may wish to avoid the appearance that she is the only authority. In this case, she may refer the question to other members of the audience by soliciting their responses or comments.

VIII. *What Can an Individual Learn From Observing Others*?

A. There are many ways to address an audience. No one way can be considered "best."

B. It is important to be organized. Tell people what you intend to do, do it, then provide a brief summary of what you have done. This establishes the parameters by which you can be judged.

C. It is important to gauge the presentation to the audience, to use examples relevant to their experience, to include audio-visual aids for some audiences.

D. It is useful to reveal something about yourself, especially since it helps the audience to identify with you.

E. People judge friends and known presentors much less harshly than they might judge strangers. To the extent possible, make yourself known to the audience prior to presentations, whether through observation, publicity, or reputation. In presenting to your assigned classrooms, negotiate with the teacher in advance to develop an appropriate introduction of you and of what you intend to present.

F. The individual who teaches imparts knowledge not only about content, but also about him or herself. The teacher is a role model as well as an instructor. If you are comfortable with and committed to your topic, this makes a positive statement about you as well as the topic.

G. As these exercises demonstrate, audiences are far more interested in letting you succeed than in spending their time and yours in a useless endeavor.

H. You can encourage yourself by knowing that you are well prepared and by sustaining eye contact with audience members who nod and show enthusiasm. One student in this class reported that she had addressed a class of pre-service teachers, most of whom demonstrated interest in the topic. One solitary male expressed quite the opposite by scowling, shifting his body, and sighing. The student observed this behavior and found it discouraging. However, she chose to focus on the smiling, nodding faces, and soon found that she forgot about the solitary male. It would be a better story to end by saying that he changed his behavior, but he did not. We *can* end the story by saying that the speaker felt she had been entirely successful because she focused on those she could reach rather than pouring her energy into one who, for his own reasons, could not be reached.

IX. *What Did You Learn From This Experience*?

You may begin this class with many fears about your own abilities to speak to audiences. These and other exercises help to allay those fears. On the end-of-term course evaluations, you are asked to report, "How confident do you feel in speaking before groups?" Here are some past responses:

—I have the personal tools to speak well and make points and the confidence to go out and speak.

—I had such a positive experience that I no longer feel threatened. I know that if I know my material I will have no problems.

—It's still scary, but now I think I can approach it more as if I'm addressing individuals who want to learn something, rather than judges who are going to discredit me for any mistake I make.

In the learning process, students discover that they can be human, i.e., not perfect, and at the same time (or perhaps because of it) be effective teachers of women's studies.

UNIT 7: COMMUNICATION SKILLS REFERENCES AND SUGGESTED READINGS

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UNIT 8
WOMEN'S MOVEMENT/WOMEN'S STUDIES: ALTERING THE EDUCATIONAL CONTEXT

Up to today we have spent much time identifying and naming:

1) Major sex-role stereotypes;
2) How those stereotypes function in informal educational settings;
3) How those stereotypes are translated into and supported by formal educational processes, ranging from classroom texts and the various biases represented there, to both verbal and nonverbal behavior on the part of teachers and their students.

In summary, we have identified why and how the educational system—in both formal and informal settings—is structured to support the status quo. By evaluating effectiveness of feminist speakers, we also developed a practical view of how others initiate change. Starting with this unit we will begin to tie those two streams of thought and action together to focus on the theory of women's studies, and—practically speaking—how that theory is translated into action in formal educational settings.

As you will recall, our most significant task as teachers is to alter the educational process in order to ensure that girls and boys, men and women have equal opportunities to reach a full potential. Through the exercises we have done in classes, we have also learned that translating this goal into measurable objectives is sometimes difficult, particularly when stacked against a system that is well inculcated with traditional values.

Regardless of that condition, we have seen change in the last decade. For most of you this change might seem more normal and natural than for individuals who are a decade or two older and have thus been adults throughout the student unrest/women's movement years.

Today I want to talk about the women's movement: to define the critical incidents of that movement as I see them and to illustrate how that movement has been internalized culturally and is dealt with on both a conscious and unconscious level. I think this is important because it can help you to develop a rationale for why women's studies is both objectively and intuitively defensible. It seems to me in my role as a women's studies instructor that one of the most frequent questions asked of me by people who do not "know" women's studies is, "Well, why do you do that, what's the point?" Some of you have talked to me about the kinds of career counseling you brush up against that indicates that many people do not understand the rationale of "why women's studies," but even in their ignorance presume that they *do* know what it is about. In some cases, your counselors have told you that women's studies is a diversion, a drain on the time you have available to receive traditional instruction.

You as students need to know your history for a variety of reasons—not least of which is to reclaim that history as your own and make it accessible to other people as you teach.

To know the women's movement is to know fairly recent history, but it is important to recognize that various scholars date the women's movement from two different points in time. The first date begins with the woman's suffrage movement in the early twentieth century; the second date is the beginning of the more recent women's movement starting with the civil rights movement in the 1960's. Some have resolved this issue of periodicity by characterizing the suffrage movement as a first stage of the women's movement, followed by a second stage in the 1960's. Furthermore, there are those who classify stages of the women's movement following the 1960's. In her book ***The Second Stage,*** Betty Friedan distinguishes between those stages as follows: the first stage of feminism in the early 1960's was one characterized by concern with issues such as equal rights for women in social, economic, and political life. The primary focus of this stage was to find ways and means to educate, encourage, and support women in their efforts to participate fully in the labor market. The second stage, the one which we now see reflected in women's studies literature, goes beyond the initial stage to consider how we might transform the society in order to accommodate the range of experience and interests represented by women. This second stage is no longer compensatory, nor does it focus primarily on compensatory issues. The second stage is transformative in intent, and characterized by a desire to alter the structures that serve to maintain the status quo for women. More than the first stage of the women's movement, the second stage recognizes that change comes not only as a result of individual solutions (e.g., advancing individual women), but also as a result of structural solutions intended to permanently alter the mechanisms that serve to discriminate.

Stage and phase definitions as illustrated above demonstrate the importance of stating your point of view clearly as a means of ensuring that your audience shares your frame of reference. As we saw in our review of communication skills, speakers who establish a specific context are then able to refer to that context in making their points.

The notion of periodicity and establishing context is useful in illustrating the importance of events as they are connected to other events. In organization management, the concept of connectedness is a persistent theme emphasizing that one cannot develop solutions to problems without recognizing that those problems are embedded in other problems and other solutions. This is called a systems approach, and it differs from a linear approach because it recognizes the concept of holism. For example, by comparing the linear with a systems approach, we see the following differences:

LINEAR	SYSTEMS
1) There is a problem;	1) Any problem does not stand by itself, but is part of a context;
2) Solutions to the problem exist;	2) Any solutions that exist to a specific problem are likely to be embedded in various sets of expectations and aspirations;
3) Select a solution; apply it;	3) Consider that each solution to a specific problem creates its own set of new problems or opportunities, some of which will not be known until after a decision is made;
4) The problem is solved.	4) A decision solution is selected and implemented and does indeed create its own set of problems and opportunities.

If we were to draw these two types of approaches, the linear approach is sequential and can be drawn in a line as: problem exists → solution identified → solution implemented → end. The systems approach, however, suggests that there are interconnections that go far beyond a linear solution, and that they are very complex and interactive. This model must be drawn on a hyperplane to indicate the loop between solution to one problem and the new problems created, and the variety of interests and experiences that contribute to each problem's set of solutions. This latter approach, though harder to visualize and far harder to capture in an organizational setting, is more reflective of how we view the women's movement because it is holistic and recognizes that little occurs in a vacuum.

By turning to incidents specific to the women's movement, we can illustrate these interconnections as follows:

1) 1961—President Kennedy's Commission on the Status of Women was the first official body to make a thorough study of the status of women in the United States. The news was not good.
2) 1963—Betty Friedan published *The Feminine Mystique,* a book that named and described female discontent (at least for the middle-class woman) as arising out of women's public abilities being stifled by the minutia of private life. This became "the problem that has no name."
3) 1963—Equal Pay Act.
4) 1964—Civil Rights Act. Title VII was an employment act designed to protect workers on the basis of race and ethnicity. Howard Smith, a former judge from a southern state, introduced "sex" into the bill as a joke, believing that by doing so the entire rights bill would be defeated. The bill passed.
5) 1964—Civil Rights Movement. Stokely Carmichael was widely quoted as defining the only position for women in the Student Nonviolent Coordinating Committee (SNCC) as "prone."
6) 1965—The Students for a Democratic Society rejected women, claiming that to deal with issues of sexism in SDS was to trivialize the objectives of the organization.
7) 1966—National Organization for Women founded.
8) 1967—First women's studies programs developed at Cornell and San Diego State University.
9) 1968—Protest at the Miss America contest; the press reacts promptly, focusing on bra burning as the issue.
10) 1969—Redstockings introduced the concept of "consciousness raising"—analysis followed by action.
11) 1969—Ti-Grace Atkinson left NOW in a bitter public fight over hierarchical structure; NOW subsequently focused on issues of liberal feminism, e.g., equal opportunity in the work place.

These particular incidents may not appear to be connected, except temporally, but they in fact illustrate a set of necessary conditions for change. These are:

1) You have to realize that something is wrong for which you as an individual are not responsible (*The Feminine Mystique,* consciousness raising as a technique, reclaiming one's lost history);
2) Those with authority must support an orientation toward change; this frequently comes in the form of legislative change (Kennedy commission, Equal Pay Act, Title VII of the Civil Rights Act);
3) People have to experience a tension (feel angry or frustrated) before they are motivated to change (rejection from the New Left, media trivialization, objectification by SNCC).

(A useful discussion can follow here. One type of discussion focuses on how students themselves organize these few critical incidents. The discussion generally follows the same sequence of knowledge, anger, support, mobilization. It is useful for students to understand that their own feminist development is similar to that experienced generally by movement participants. A second type of discussion can focus on the climate of change. Kennedy, for example, represented a fresh, young, New Frontier philosophy. He gave people hope; challenged us to take risks. How was that willingness to risk reflected in the Civil Rights Movement, in SDS, etc.? This type of discussion can be helpful in training students to think in holistic ways.)

All of these factors—knowledge, anger, support, action—are necessary, but not sufficient conditions for what has essentially become a social revolution. The sufficient condition is to create mechanisms for effecting change. One strategy for effecting change has been to create new organizations outside the realm of institutional control, e.g., the National Women's Political Caucus, NOW, and similar organizations. A second strategy, the one adopted by women's studies, is to develop mechanisms for change within existing institutions.

In examining women's studies as a change agent, we must look first at the organizational setting itself. Colleges and universities have long been considered the "gate-keepers" of society, because they serve as the credentialing mechanism for those people who shape society in their professional roles. The values of society are embedded in the educational process and transmitted, whether indirectly or directly, to its participants. The effect is to confirm the status quo. Women's studies however, "disconfirms" the status quo, and it does so by using the educational process to introduce ideas and theories not consistent with traditional academic training. This type of change is represented in different ways, but includes a variety of strategies as follows:

1) compensatory—women's achievements are the focus of study in order to provide a counterpoint for the traditional curriculum;
2) integrative—women's roles and achievements as well as those of men are included in the traditional curriculum;
3) transformative—use compensation and integration as a means of developing and changing the ways we think about the educational process.

These are three approaches generally represented by women's studies programs, but individual programs frequently choose to focus on only one strategy. The absence of a single unified approach has created some dissension among women's studies practitioners as they vie among themselves to find a single, best approach. An excellent article that discusses these divisions is Marilyn Boxer's "For and About Women: The Theory and Practice of Women's Studies in the United States."

Boxer maintains that new approaches to knowledge represented by women's studies led to conflict at the inter- and intraprogram level. An example of this is the debate on how women's studies should develop as a discipline. At many colleges and universities this battle rages in the guise of "academic standards." The university maintains that the standards of academe must be maintained, that is, teachers for women's studies must have advanced (graduate) degrees, publish in particular journals, conduct research on certain topics. The cultural expectations are then expressed in traditional ways by those who maintain that women's studies must meet academic standards to be thought credible. The flip side is those who maintain that the standards themselves are not credible and that structural barriers must be altered. Thus, on the one hand we have those who have spent considerable time and energy learning and accepting traditional educational values, and on the other we have those who say, "So what?" It is not surprising to discover that as abstract concepts are brought to bear on individual lives, feminist priorities may shift. The fact that women have so frequently struggled with internal/external role conflict outside of the feminist movement may make them more sensitive to, but less tolerant of, the same incongruities within the movement.

The conflict over causality of female oppression and the separate approaches to resolution continues within the field. Other unresolved issues are:

1) The relationship of women's studies to the women's movement.
2) The political consciousness and activism appropriate to women's studies programs.
3) Resistance within programs to issues that initially seemed less central to the movement. For the most part these issues still provoke a mixed response among the white, middle-class, heterosexual women who have assumed leadership roles in women's studies.

A review of the history, development, and change strategies of women's studies reveals that there is no single, best approach to the discipline. What we can say is that there are several approaches, each of which is useful in specific situations. This view is consistent with what we have already learned about teaching women's studies; there are a variety of approaches better, or at least well-suited, to specific audiences. Your task as a teacher is to recognize that the long-run goal of women's studies is transformative, but that the means may be compensatory or integrative.

UNIT 8: WOMEN'S MOVEMENT/WOMEN'S STUDIES: ALTERING THE EDUCATIONAL CONTEXT REFERENCES AND SUGGESTED READINGS

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UNIT 9
CURRICULUM DEVELOPMENT: EDUCATIONAL PRACTICE/CURRICULUM GUIDES

This unit on curriculum development is written exactly as students are expected to write their own units. The primary instructional objective is to lead students through the process of defining their own teaching goals, objectives, and activities. One way to illustrate this process is by preparing copies of this unit for students to follow in class.

WMST 304 Lesson Plan
Fall 1983

Instructor: Barbara Parker
Discipline: Women's Studies
Grade Level: University
School: University of Colorado

Format: Lecture/discussion/exercises
Time Frame: 1 hour; may extend into next period
Supplementary materials: Teacher Contact Sheet, MLA Note Sheet, Observation Sheet

GOAL: The purpose of this course is to increase research and public speaking skills for students enrolled in the class. The method for acquiring these skills is to provide opportunities for students to research, prepare, and present nonsexist curriculum units in other learning environments.

OBJECTIVES FOR THIS UNIT:

1) Students will learn the mechanics of how to develop a curriculum unit.
2) Students will practice formulating goals, objectives, and activities for nonsexist teaching.
3) Students will be better prepared to develop assigned curriculum units.

OBJECTIVE 1: Students will learn the mechanics of how to develop a curriculum unit.

A. Students will receive a copy of this curriculum unit as a visual aid to accompany the lecture.

B. Describe the purposes and uses for a written curriculum unit.

   1) A curriculum unit is a method of organizing material. By knowing what you intend to teach, you can more readily organize activities to match objectives.
   2) A curriculum unit is a guide for the presentation itself, and can be used in place of notes.
   3) A written curriculum unit is a source for you and others to replicate this same unit. As such, it should:
      a. be specific as to what outcomes are anticipated or desired;
      b. include references and notes to guide others to your original sources.
   4) A curriculum unit is a tool for evaluating student work:
      a. student curriculum units will be graded on the basis of the written product.
      b. student curriculum units will be evaluated initially by the student, the instructor for the course, and by the assigned teacher (assigned teacher may choose not to participate in this evaluation component).
      c. student curriculum units will be revised on the basis of feedback from self, WMST 304 instructor, and classroom teacher—this will be submitted to the instructor for an additional grade based on student's ability to adapt and use constructive criticism and self-evaluation.
   5) A curriculum unit is a source document for future efforts. Each student is expected to prepare the written unit, present that unit, then (if applicable) rewrite or revise the unit on the basis of changes suggested by the actual experience of the teaching process. For example, one student prepared a teaching unit on careers for fourth and fifth grade students with learning disabilities. She decided to develop a career bingo game as an instructional activity, alternately using career titles and pictures of people in career roles on the game cards. In the process of teaching she discovered that the game motivated students to read the career titles. Later discussions with the classroom teacher revealed that these children usually resisted reading. The student concluded that an unanticipated objective had been met: the game motivated nonreaders to read. This objective was then incorporated in the final draft of the written curriculum unit.

After completing activities A and B, give the students time to raise questions not addressed by those activities.

OBJECTIVE 2: Students will practice formulating goals, objectives, and activities for nonsexist teaching.

A. Ask students to get out their teacher assignment sheets. Each should tell the others what her/his assignment topic will be.

B. Explain the process of practicing goal, objectives, and activities formulations:

   1) In turn each student will go to the blackboard and write her unit topic at the top of the board. She will then describe her goals and the expected objectives for the planned unit. As a group other students will comment, critique, and offer suggestions for the goals and objectives. Specific questions that might be asked are:
      a. do the objectives match the goals described?
      b. are the suggested objectives "do-able"?
      c. what is the age of the students who are the intended audience? Do they know how to read or to write? What is their attention span?

      Once it is clear that all students agree that the goal and objectives are in place for a specific topic, the next step is to develop activities to meet the objectives of that topic.
   2) Using brainstorming as a technique, ask students to suggest how the teaching objectives can be met for the particular audience. A student in the class is asked to write down all suggestions, while the student at the board lists them on the board. It may be necessary to remind the students that brainstorming is intended to generate ideas, but

not to critique them. Suggestions generated—depending on audience age—include:
  - a. lecture;
  - b. activities: games, exercises, discussion and task groups, art or music projects, labs;
  - c. audio-visual aids: texts, films, photos, records, magazines, community resources.

3) Each student should have the opportunity to present her/his goals and objectives, and to be part of a brainstorming session to follow on that particular topic. For planning purposes, put a time limit on each student; generally, the number of ideas generated increases as students gain practice in brainstorming.

OBJECTIVE 3: Students will be better prepared to develop assigned curriculum units.

A. Before ending the session, ask all students if they have enough ideas to begin creating their own units. If not, individual students may wish to confer with the instructor for additional help.

B. Ask students to make observations about the brainstorming sessions. Expected observations are:
  1) there are many more ideas generated by groups than by individuals;
  2) brainstorming only works when ideas are not critiqued;
  3) surprise that there are many useful approaches to the same topic.

C. Ask students if this exercise has helped them to develop a clearer sense of how to develop a curriculum unit. If some students are puzzled, make arrangements to see them during office hours. In fact, every class is likely to contain one or more students who need or want additional encouragement.

D. Encourage students to begin reviewing curriculum materials available in the library or women's studies program in order to identify those applicable for their own teaching assignments.

UNIT 9: CURRICULUM DEVELOPMENT REFERENCES AND SUGGESTED READINGS

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UNIT 10
BIAS IN LANGUAGE

Language—only one among many social forces that assign secondary status to women—is both constant and pervasive. In other words, the language one speaks causes one to perceive reality in a specific way. If, for example, you consistently hear that "mankind" or "he" functioned in active ways, while "she" or "womankind" functioned in certain other ways, you begin to believe that the roles described by language are appropriate and correct.

There are two possible responses to correcting sexist language:

1) Compensatory—substituting "saleswoman" for "salesman." In this case one may have called attention to the problem, but not much has been done to alleviate the base problem, which is whether the language needs to be sex-biased. For example, is it important to anyone that the sales clerk is female or male?
2) Neutralize the language—using terms that do not depend upon sex assignment. While we are looking at the issue of sex assignment in language, let us also consider the issue of other "isms" (e.g., racism). Is it important, for example, for any of us to know that an administrator is Black, or handicapped, or female?

A good general rule of thumb to follow when trying to decide how to use a sexist language is to consider the usage in its own context. I would contend that there are very few cases where the above kinds of identifiers are important.

Why does the use of sexist language have an impact on children? One reason is because of the literal interpretations children make about what they hear and see. For example, in *Words and Women* (p. 26) the author cites an instance when a child was asked to draw a picture of God driving Adam and Eve out of the garden of Eden. The child had a very literal and contemporary "take" on the situation and drew a picture of God behind the wheel of a pickup truck, actually delivering Eve and Adam to their new home.

This particular example of the literal interpretations that children make serves as an excellent illustration of why sexist language is so powerful as a means of socialization. At a very young age, children make assumptions about life based on literal understandings. You may wish to say that children can make the distinction between literal "man" and the dictionary definition of "man," which includes all human beings. But if you tried to argue that, you would be wrong. In fact, very young children cannot and do not make those distinctions. A good proof of this is the studies conducted by Alleen Pace Nilsen (in Miller and Swift, *Words and Women*, pp. 21-23). Nilsen's studies with 100 children using a picture selection technique indicate that children ranging in grade level from nursery school through seventh grade interpreted the meaning of "man"—in sentences like, "Man must work in order to eat," and "Around the world, man is happy"—to mean male people and not female people. This analysis occurred for the majority of both male and female children.

In the developmental stages of life, especially in those early years of language acquisition, what a sexist language tends to do is to serve two different functions for males and females.

1) For males the effect of the generic male is to strengthen his sense of connection to the world in a macro sense. The reiteration that males act, do, shape, is literally understood to mean that as a male he is expected to act, to do, to shape, and that this activity is appropriate for him as a life role. His sense of himself, of his connection to the "otherness" of life is expanded, so that his focus is widened. He is a part of the continuum of life and much of that world out there is his.
2) For females the reverse is true. Given the same sets of language differentials, she is

> disconnected from the macro view of life. Her vision becomes more narrow, more self-centered, more centered on the options that the language suggests are appropriate for the female: passive, reactive, concerned and focused on domestic life, and on the inappropriateness of her moving outside this immediate environment.

Visually I see this process as the grip of a hand on the edge of a cliff. For the boy, that grip becomes firmer, drawing him up to the top of the cliff. For the girl, the grip is at first tenuous—just as it would be for the small boy—and then slowly the fingers are peeled off one by one. The girl is finally left totally disconnected, falling into a void. Her route to life then comes from making some order out of chaos, but the way to do that is not clear, is not connected, is not defined.

The linguistic presumption of maleness thus establishes males as the norm and females as "the other," the "notnorm," the deviant from what is normal. Given that standard, is it any wonder that women adopt behavior that is "other oriented," in which they are passive, are the givers rather than among life's takers?

The question then becomes, what is the solution to these problems? Going back to the first point, is it better to compensate for sexist language by substituting female designators instead of male designators? If you choose this option, then are you also choosing to indicate that gender is an important issue?

In women's studies, one of the crucial issues is compensation for past inequities; this is a valid activity. Another issue relevant to understanding this course is that women's studies both compensates for and works toward removing maleness as the standard of life.

The question for most of us is how can this be done? *Change attitudes→change behavior*. Attitudes are very hard to change. In business, marketing people will readily say that consumers have such rigid attitudes that it is almost easier to scrap a product than to try to alter consumer behavior. This is probably why consumer products like cosmetics for men are usually introduced with the most "macho" images possible. "Broadway" Joe Namath introducing hair spray is an example. No one doubts Broadway Joe's role as a male stud; if *he* does it, as the prototypical male, then it must be O.K.

Although marketing people say that it is almost impossible to change attitudes, we know that it must be possible because things do change. What are the possible ways to change attitudes? Force is one way, and that force can be legal or fiscal. For example, studies indicate that workers who had stereotypes about Black workers developed a whole new set of references about Black people once they were forced to work side by side with them.

Practically speaking then, how does one develop a nonsexist language? The fact that a word or phrase is not personally offensive to the user may not be an adequate test of its ability to offend. Many people find that this awareness does not come easily, because much of language is internalized—we have lost touch with the roots. The other part of this dilemma is that many individuals feel that if they are feminist in intent, then it follows that the words they use are acceptable. The confusion here arises over the difference between intent (the theory) and socialization (the practice). Moreover, to change one's language is not a reflection of an individual's politics.

Chapter 3 of *Words and Women* makes a distinction between sex and gender, which, simply stated is that sex is biological, gender is cultural. This is an important distinction to make, but one that frequently confuses people due to the power of the socialization process.

We all understand what is meant by biological factors, but it is important to be clear about the underlying assumptions that separate female from male. There are a number of ways to approach gender issues. The way I choose to approach this is to delineate the three factors that I believe to be most operative for females in American culture.

1) Women are socialized to be dependent; as we see through language, the female is trained to pull inward, to see the world in microcosm, while the male is trained to look outward, to see himself as part of the macrocosm.
2) Women are trained to please others, to defer, to engage in polite behavior.
3) Women are trained to assume responsibility for the feelings of others, but to discount the validity of their own feelings.

The glue that holds these assumptions together is the great commonality of female guilt. One is a bad female if one fails to exhibit behavior congruent with a thorough understanding of and conformity to these three bases of gender separation.

A useful in-class activity is to present students with one or more of the exercises atttached to this unit. Students generally enjoy an experiential approach; I feel that it is especially helpful to ask students to work toward solutions as members of a group.

SEXIST TRANSFORMATIONS

The following exercise is composed of sexist wordings suggested by *The Handbook of Nonsexist Writing* (Miller and Swift). Here is your opportunity to demonstrate your creative ability to transform language by rephrasing these sentences.

1) We asked the Girl Scouts to man the barricades.

2) The Pap test for detecting uterine cancer is a boon to mankind.

3) Congressman Jones spoke at great length.

4) The fisherman caught several trout.

5) The children built a snowman.

6) God sent everyone his heart's desire.

7) The average person shaves his face daily.

8) The lady anthropologist enjoys her work.

9) Three university students—two girls and a man—were abducted in Africa.

10) The museum is showing the work of a photographer and a lady photographer.

11) Old wives' tales are frequently accurate.

12) John Brown and his wife also attended.

SEXIST VERSUS NEUTRAL TERMINOLOGY

fireman ____________________
policeman ____________________
poetess ____________________
Dear Sir, ____________________
man, men, mankind ____________________
paperboy ____________________
stewardess ____________________
housewife ____________________
chairman ____________________
mailman ____________________
manmade ____________________
his ____________________
saleswoman ____________________
fisherman ____________________
Congressman ____________________
he ____________________
statesman ____________________

repairman ____________________
watchman ____________________
anchorman ____________________
authoress ____________________
lady doctor ____________________
manpower ____________________
fellowship ____________________
forefathers ____________________
chorus girl ____________________
meter woman ____________________
snowman ____________________
brotherhood ____________________
male nurse ____________________
freshman ____________________
weatherman ____________________
newsman ____________________
waitress ____________________

FROM: Robert B. Moore. *Racism in the English Language: A Lesson Plan and Study Essay*. New York: The Racism and Sexism Resource Center, 1976.

WHAT COLOR IS THE ENGLISH LANGUAGE?

1) Write the terms "black" and "white" at the top of the blackboard.

2) Ask students to call out as many words or phrases as they can think of that include these words. Write the terms below the appropriate heading, e.g., whitewash, blacklist, etc. Students can use the dictionary to add to the lists. Discuss the meaning of each term and mark each with either a plus (+) for positive meaning or a minus (–) for negative meaning. Mark questionable terms with a question mark. Add up the positive and negatives for each column.

3) Ask students to discuss:

a. The reasons for the great disparity between black and white positives.

Note: Terms like "white lie" and "whitewash," that have negative connotations, are somewhat neutralized by being either harmless or meant to make something better. Other "white" terms with negative connotations—"white flag," "white feather," "white livered"—do not reflect evil but rather weakness or cowardice. Also, note that the term "in the black" to describe financial health and soundness is not contrasted with "in the white" but with "in the red"—descriptive terms of the color of ink used in bookkeeping.

b. How this disparity unconsciously affects a white child's and a Black child's self-image.

4) Tell class about a lesson for teachers and students on racism in language, developed by Black actor Ossie Davis, who looked up "whiteness" and "blackness" in Roget's Thesaurus *and found:*

WHITENESS has 134 synonyms: 44 are favorable, such as purity, cleanliness, innocent, fair, trustworthy. Only 10 synonyms are negative, such as whitewash.

BLACKNESS has 120 synonyms: 60 are unfavorable. Some are: blotch, smut, murky, evil, deadly, dirty, wicked. There are 20 synonyms directly related to race, such as Negress, nigger, darky, and blackamoor.

"The English language is my enemy. It teaches the Black child 60 ways to hate himself and the white child 60 ways to aid and abet him in a crime."—Ossie Davis.

PRACTICING NONRACIST LANGUAGE

Urge students to avoid language that uses the word "black" in a negative manner and "white" in a positive manner. Have them rephrase the following sentences eliminating the negative use of "black."

1) He was the black sheep of the family.

2) The assassination of Martin Luther King was a black day in our country's history.

3) She will suffer for her black deeds.

4) They were blackballed from the group because of their blackhearted attitudes.

5) She gave him a black look.

6) Why do you always look at the dark side of things?

7) He was a master of the black art of warfare.

8) They tried to blackmail me into doing that.

9) That will be a black mark on his record for long time to come.

10) Many actors were put on a blacklist in the 1950's.

UNIT 10: BIAS IN LANGUAGE
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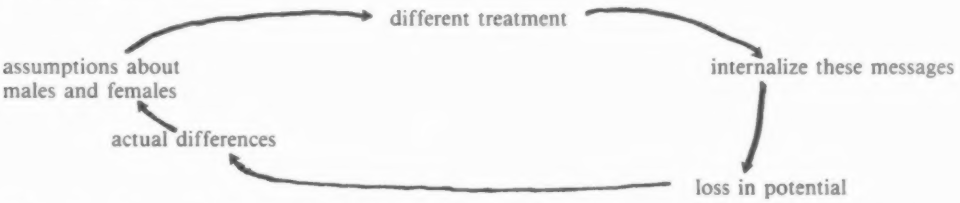
UNIT 11
RESPONSE TO EDUCATIONAL SEXISM

Earlier we expanded Rita Bornstein's model of the socialization circle so that it now looks something like this:


different treatment
internalize these messages
loss in potential
actual differences
assumptions about males and females

We reviewed some of the ways that these assumptions can be operative in the macrostructure, but we also focused on the specific ways in which they can function in an educational setting.

This week we want to look at the ways in which this circle can be interrupted, and, in particular, we want to identify the points on the circle where disruption will be effective.

1) Change assumptions:
   a. through education;
   b. through behavior that proves the assumptions invalid;
   c. through laws and regulations that do not permit people to act on those assumptions.
2) Require equalization of treatment
   a. in educational programs;
   b. in society at large;
   c. through legal remedies.
3) Change the potential for internalizing these assumptions
   a. via role models;
   b. curricular change;
   c. federal rules and regulations.
4) Alter the loss of potential
   a. earlier training to counteract effects of sexism and racism;
   b. clarify what these assumptions are and share them in a broad fashion;
   c. federal rules and regulations.

This model suggests that although change can occur through individual processes, e.g., role models and behavior, or through voluntary practices to alter curriculum and educational practice, the real change in both behavior and curriculum is dependent upon the outside pressure of federal rules and regulations. A review of employment laws and their implementation in industry would reveal that commerce has been slow to change. This is not as true in education where most public school districts have complied with the letter if not the spirit of Title IX.

Participation at Title IX implementation conferences over the years reveals that progress on compliance has been evolutionary rather than abrupt. The first stage in implementing Title IX was educational, designed to help educators understand the general intent of the law and organize their own schools and districts for compliance. At this stage, one often observed participants' fearful reactions to this new law, but in general these fears were couched in practical terms. Few indicated that they had any plans to fight the law directly, but many used indirect means. For example, there were attacks on the methodology of implementation, focusing on the suggested impracticality of changing whole school systems in order to comply. This response may be analogous to those who argue with the grammatical content of nonsexist words rather than confronting the issue of how these words serve to undermine traditional standards of sexist language. Title IX opponents argue with the letter of the law—how will we implement?—rather than the intent, and in doing so they may well satisfy their need to argue with the intent itself.

The central issue of educational opportunity for all students has often been buried in the rhetoric of sports values as they were affected by Title IX. This strategy is similar to the one used to debate the Equal Rights Amendment. The amendment itself was very simple:

> Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.
> Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.
> Section 3. This amendment shall take effect two years after the date of ratification.

But the issues that developed in the public arena were not over the wording but over implementation issues. For example, hot debates on the ERA are often focused on the draft and on the issues of privacy in public bathrooms. Neither is particularly relevant at present—the one because there is no draft, the other because the ERA does not abridge rights to privacy. But we saw Title IX opponents take a similar tack in fighting implementation, and the central issue for their fight was after-school sports programs. As a result of the focus on sports, many people are unaware of the sweeping reforms embedded in Title IX that are briefly summarized below.

Title IX prohibits discrimination on the basis of sex for any educational institution (preschool through post-graduate) that receives federal assistance whether directly or indirectly.

In interpreting the law, we see that the provisions fall into five major categories as follows:

1) General provisions to prohibit sex discrimination in any educational institution receiving federal assistance. A mandate for an evaluation of current policies, a set of steps to be taken to eliminate discrimination, and an evaluation of the steps taken within one year of the effective date of the regulation.
2) Sex discrimination in admissions is barred, as are quotas to maintain sex differentials in admissions.
3) Treatment of students must be equal in providing housing comparable in quality and costs to students, in access to courses and other activities, in counseling and guiding students toward specific programs or careers, for financial aid, student health and insurance benefits, marital or parental status, and in athletics.
4) Employment in educational institutions must treat males and females equally.
5) Enforcement procedures outlining how complaints are to be filed and to what agency.

Perhaps as important as what it does cover, Title IX does not cover several areas, or makes exceptions in others. Exceptions relevant to teaching in schools are:

1) The Bayh amendment exempts membership policies of single-sex youth service organizations whose members are primarily under 19 years of age. This then exempts organizations like the Girl Scouts, the YMCA and others, but does not exempt Little League.
2) In athletics, schools may have separate teams for contact sports where "the purpose or major activity of which involves bodily contact." Moreover, equal expenditure in sports teams for boys and girls is not required.
3) Curriculum materials and textbooks are not covered by Title IX. This is due to the First Amendment guarantee of free speech.

The process of implementation was slow and cumbersome. Although this law specifies overt behavior and has in fact had an impact on employment opportunities for female teachers and educational opportunities for female students, it does not affect curriculum materials because they are not covered, and it does not address itself to the many subtle indicators of discrimination in education with which we are familiar, e.g., interpersonal interactions.

SOME FEDERAL RULES AND REGULATIONS SPECIFIC TO SEX DISCRIMINATION IN EDUCATION

Title VI of the Civil Rights Act of 1964:

Title VI of the Civil Rights Act prohibits discrimination on the basis of race, religion, or national origin by education programs receiving federal funds. Provides coverage for students, but exempts employment practices and policy. If any program of the institution receives federal funds, all activities of the institution *related to the program* are covered. When institutional aid funds are involved, all activities of the institution are covered.

Title VII of the Civil Rights Act of 1964 (as amended by EEO Act of 1972):

Prohibits discrimination *in employment* on the basis of race, color, religion, national origin, or sex. All institutions with 15 or more employees—including state and local governments, school districts, and labor organizations—are covered. During the fight over this 1964 Civil Rights Act, Howard W. Smith, a southern lawyer who had been a former state judge, and who at the time was chair of the House Rules Committee, introduced protection for women to this act. He reasoned that the "ridiculous" notion of employment equity for women would spell certain doom for the act. The bill passed.

Executive Order 11246 (as amended by 11375):

Prohibits employment discrimination on the basis of race, color, religion, national origin, or sex in institutions with federal contracts of over $10,000. Those institutions with federal contracts of $50,000 or more *and* 50 or more employees are required to develop written affirmative action plans, including goals and timetables.

Equal Pay Act of 1963 (as amended by the Education Amendments of 1972—Higher Education Act):

Prohibits sex discrimination in salaries and most fringe benefits. Provides that a man and a woman working for the same institutions under similar job conditions requiring essentially equivalent skill, effort, and responsibility must be paid equally. Includes all workers, even those in professional, executive, and administrative positions in education and other institutions.

Title IX of the Education Amendments of 1972 (Higher Education Act):

Prohibits discrimination on the basis of sex under any education program or activity receiving federal financial assistance. If any funds are received from the federal government, then all programs of the institution are required to comply. Exclusions include activities of certain organizations like Boy and Girl Scouts, or social sororities and fraternities and like organizations.

In 1981, Senator Orrin Hatch (R-Utah) introduced S.B. 1361 to restrict Title IX to specific programs receiving direct federal aid, to restrict admissions coverage, and eliminate coverage of employees.

UNIT 11: RESPONSE TO EDUCATIONAL SEXISM REFERENCES AND SUGGESTED READINGS

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UNIT 12
RACISM, SEXISM, AND OTHER "ISMS" IN THE CURRICULUM

Consider these views of American history adapted from a 1973 issue of *Viewpoint*:

1) Thanksgiving is a day of mourning for Native Americans.
2) The U.S. government planned a war against Mexico to steal its land.
3) Harriet Tubman was the greatest hero of American history.

How do these views conflict with those which we have been taught?

Within women's studies, consider these possibilities:

1) The most important event of the National Women's Studies Association was the founding of the Lesbian Caucus.
2) The best leaders of the feminist movement have been Black.

Both of these sets of examples serve to illustrate an essential point: we all have images of society at large and of the women's movement that conform to traditional standards. While the women's movement, and women's studies within it, claims to want to change or eliminate barriers, all too often we have changed standards to include white, heterosexual female standards, but created new barriers to devalue or exclude lesbians and women of color. In part we do this because we have unwittingly accepted the either/or dichotomy of society, believing that any gain made by one group is necessarily a loss to or a gain not realized by another group. To the extent that we continue to accept this zero-sum mentality, we will also continue to replicate hierarchical divisions within the movement.

In particular, let us trace this process as it relates to lesbians in the women's movement. You will recall that a first step in feminist scholarship was to encourage text publishers to include adequate material on the variety of female lives in their texts. This has been a somewhat faulty process, as is indicated by three studies on U.S. history tests for secondary schools: in 1971 women's experiences were considered so secondary that the total contribution covered a paragraph; by 1974 this had increased to a page; by 1978 women's lives covered an average total of 14 pages in texts that ranged in length from 500 to 800 pages. Although this represents a large percentage increase, as a percentage of the total it still represents a pitifully small amount of copy. Consider a similar situation for describing women's studies texts. In her article for *Lesbian Studies*, Bonnie Zimmerman considered women's studies texts, finding that each had from 1% to 4% of its total page content focused on lesbianism. She concludes that "heterosexism is active and well in the women's studies textbook market." This is not a surprising finding because it is consistent with a general belief that heterosexism is alive and well in the women's movement. We see this reflected in our own Women Studies Program at UCB where we have yet to teach a course specific to lesbian experience, despite having a large lesbian constituency of students over the last ten years. (The Program will offer a lesbian literature course in 1985.)

I mentioned that one reason for this kind of tokenism is the zero-sum mentality. But beyond that we must confront another traditional barrier to integrating lesbian experience into women's studies and that is fear. This fear springs from the false assumption that traditional standards of heterosexism are the norms by which people should aspire to live. Adrienne Rich describes these standards and their effects in her article, "Compulsory Heterosexuality and Lesbian Existence." In essence, she argues that by considering heterosexuality as the natural and sensual motivation for women, we then classify lesbian inclinations "as deviant, as pathological, or as emotionally and sensually deprived." One can argue that by classifying heterosexuality as the norm for which lesbianism is the "notnorm," we merely replicate the patriarchal system by which men are established as the norm and women as the deviants. Similarly, when we establish standards of experience for a particular group, e.g., white women, we also run the risk of suggesting that all other experience is then deviant from that.

What we might better do is recognize that there are a variety of experiences relevant to the study of women, some of which we can individually represent, some of which we cannot without additional effort. In teaching, your task is to represent women's experience, but if you choose to speak only to white women's experience, you have an obligation to your audience to tell them that you only represent a single constituency. For example, if someone asks a question relevant to job opportunities for women, and you only have the statistics on majority women, it is incumbent upon you to say that your statistics only represent white women. By declaring what you intend to cover, you not only clarify the scope of your own presentation, but you also illustrate that women cannot be seen as members of a monolithic group.

An examination of the educational system reveals far too many flaws for people who do not conform to traditional standards. The educational process itself reinforces the divisions between people, by commission and by omission, and this is in part what women's studies programs seek to change. However, in seeking this change, we must be cautious that we do not replicate traditional hierarchical standards within our own discipline.

This course is intended to incorporate the full range of human experience in lectures and in exercises, but inclusion of materials on minorities, on lesbians, and on aging is not enough. We must also confront the specific mechanisms within society and within ourselves that can serve to "ghettoize" experiences different from our own. This is not an easy task, but it is one worth the effort.

Just as traditional research takes male experience as the baseline, women's studies practitioners and scholars sometimes presume white, heterosexual female experience as its base. There are many possible causes for this, but causes are not as important as the implications and the results. In effect, what occurs when we look at life only through the lens of our own experiences is that we limit the credibility of other experiences. Within women's studies, this may mean replicating traditional standards within a movement intended to change those standards. The result, rather than changing standards, is to value and bolster them through replication.

An example of this is found in texts. Agitation to alter texts has resulted in some changes, but those changes rarely disrupt the central message of male supremacy. In other units we have reviewed this finding: textual changes in story lines most often substitute minority males for white males as the central characters. Our reaction is to wonder why females are not represented, but if we are white females, our musings rarely extend to replacing white males with minority females. If we are heterosexual and agitate for a more balanced view of dual-career family life, we rarely agitate for a balanced picture of homosexual families. In large part we ignore these perspectives because they are not critical to our own experience. Yet, if we are genuinely committed to equity, we must recognize that equity extends beyond our own experience to encompass all those who are part of the women's movement. This requires taking a new view of society, and perhaps at times risking more than is comfortable to risk.

FROM: Robert B. Moore. *Racism in the English Language: A Lesson Plan and Study Essay.* New York: The Racism and Sexism Resource Center, 1976.

A SHORT PLAY ON "BLACK" AND "WHITE" WORDS

Some may blackly (angrily) accuse me of trying to blacken (defame) the English language, to give it a black eye (a mark of shame) by writing such black words (hostile). They may denigrate (to cast aspersions; to darken) me by accusing me of being blackhearted (malevolent), of having a black outlook (pessimistic, dismal) on life, of being a blackguard (scoundrel)—which would certainly be a black mark (detrimental fact) against me. Some may black-brow (scowl at) me and hope that a black cat crosses in front of me because of this black deed. I may become a black sheep (one who causes shame or embarrassment because of deviation from the accepted standards), who will be blackballed (ostracized) by being placed on a blacklist (list of undesirables) in an attempt to blackmail (to force or coerce into a particular action) me to retract my words. But attempts to blackjack (to compel by threat) me will have a Chinaman's chance of success, for I am not a yellow-bellied Indian-giver of words, who will whitewash (cover up or gloss over vices or crimes) a black lie (harmful, inexcusable). I challenge the purity and innocence (white) of the English language. I don't see things in black and white (entirely bad or entirely good) terms, for I am a white man (marked by upright firmness) if there ever was one. However, it would be a black day when I would not "call a spade a spade," even though some will suggest a white man calling the English language racist is like the pot calling the kettle black. While many may be niggardly (grudging, scanty) in their support, others will be honest and decent—and to them I say, that's very white of you (honest, decent).

The preceding is of course a white lie (not intended to cause harm), meant only to illustrate some examples of racist terminology in the English language.

UNIT 12: RACISM, SEXISM, AND OTHER "ISMS" IN THE CURRICULUM (SEE OTHER UNITS FOR ADDITIONAL LISTINGS) REFERENCES AND SUGGESTED READINGS

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UNIT 13
AS IF IT WEREN'T ENOUGH

A stock question addressed to almost anyone enrolled in a women's studies course is, "But what about men? If you have a women's studies program, will there soon be a men's studies program too?" This question suggests that those asking are in desperate need of information, probably a good deal more information than can be provided in the time available to respond. The frequency of the question further suggests that we have a great deal more teaching to do.

One of the ways to begin answering, "What about men?" is to consider the basis for the question itself. While some ask to tease, most are genuinely uninformed and unaware that culture is presently shaped to consider primarily male lives, experiences, and contributions. A review of the formal educational system in previous units demonstrates the effect this has on males and females. The process functions to reinforce males in their belief that they set the standard by which all people are judged. Conversely, girls and women learn to internalize those standards by acting on and accepting passive and nurturant roles instead of the active roles ascribed to boys and men. Within the classroom these standards are reinforced in a variety of ways, including teacher interactions with boys and girls, female unreality and invisibility in curriculum materials, and peer pressure to conform to traditional standards.

Before discussing how we internalize those standards—even as we seek to change them—let us consider the arguments offered for why men's lives should be a part of women's studies. Clare Bright, in her article "But What About Men?" explains the claims for incorporating the study of men in women's studies. These include:

1) Men are also oppressed by the present system. For example, the social pressures for men to attenuate their emotional lives damages their human potential just as surely as women are affected by suppressing intellectual curiosity.
2) At least some men are not oppressive. This argument suggests that exclusion of men as a class negatively affects those who wish to be part of the change process.
3) Men are half the human race and therefore cannot be realistically ignored.

Bright's response to these claims is succinct: at present women's studies must develop a base that has women at its center. Time spent now in considering and integrating men is time that is not spent in developing the base of research critical to understanding women's lives.

All too often, present research focuses on women as seen in relationship to men. The effect of this is to keep men at the center or as the standard of experience, from which all other experience is judged. And yet, because our education and our training has been in that tradition it is very difficult to alter our behavior.

In this course, and in your teaching experience, you will be confronted with some of the claims described by Bright. Teachers in classrooms will be anxious to assure themselves that your curriculum units will be directed to the boys as well as the girls. While you will want your curriculum unit to reach all of your students, it is important that you do so without directly or unintentionally focusing on males as the center. To avoid this, consider the various ways that educational practice confirms male dominance.

In Texts: Male experience is usually the center for all instructional materials. Our review of bias in texts has considered how this functions to socialize boys and girls into traditional roles. This occurs in every instructional area, but the message is often subtle. For example, consider the following math story problems:

1) Bob wants to build a birdhouse. He has $4.73 to buy the materials. At the store he buys wood for $1.20, a packet of nails for 12¢, and a can of red paint for 89¢. How much money will Bob have left after he pays for the materials for his birdhouse?
2) Janet wants to bake cookies for the family; she decides that she wants to make a big batch of cookies, so she must double the recipe. If the recipe says use 1½ cups of flour, how much flour must Janet use to double the recipe?

On the surface, it might appear that boys and girls are getting equal treatment. There is one problem in which a boy is the main actor; one in which a girl is the main actor; both are creating something. But looking more closely, what differences do you see reflected in these story problems and how do they function to confirm stereotyped roles?

NOTE: It is usually worthwhile to have students discuss these problems in class. Discussion points that should be raised are:

1) *Bob's role is active; he wants to build the birdhouse for his own purposes. Janet's role is nurturant; she wants to please the family.*
2) *Bob's role is a traditional one for males—to be a carpenter. Janet's role is a traditional one for females—to be a homemaker and caretaker for others.*
3) *Bob's problem is more difficult than Janet's. To solve the problem one must sum the purchases, then subtract from the original amount. Janet's problem is simpler; she only has to multiply by two. This suggests, however subtly, that boys should be well prepared in math to face the challenges that they can expect, while girls need not be well prepared in math because they will not face the same challenges.*
4) *Quite aside from the implicit message channeling boys and girls into different career preparation and subsequent careers, these examples also illustrate unreality. Janet's problem suggests that the homemaker role is an easy one, but in reality this is an extremely complex job.*

If you teach a math unit, you must be aware of the subtle messages implied by the examples you choose. If you create new story problems, be sure that they do not themselves contain examples of sexism, racism, classism, or heterosexism.

In Classroom Interaction: An earlier unit focused on "The Classroom Climate" and teacher interaction with boys and girls. Both of these sets of information demonstrate the subtle ways that teachers affirm traditional sex-role expectations. In your teaching, be sure that you do the following:

1) Make an effort to learn the girls' names; when a particular girl raises her hand, call on her by name.
2) Credit female contributions to the discussion. If a particular girl has made a relevant point that you want to get back to, do so by saying, "As (girl's name) mentioned earlier. . . ."
3) Make eye contact with girls. When girls speak, make certain that your body language is encouraging to them. Let them finish what they are saying, ask them to elaborate if you are not sure you understand the point.
4) Call on girls to answer "higher-level" questions that provoke critical thinking.
5) If you use small groups for projects or discussions, appoint girls as leaders of the groups. Although it might seem more equitable to let the groups select their own leaders, you will find that when they do so boys are invariably selected for leadership roles.
6) Boys might react to your behavior by creating disturbances and disruptions. This is a way to direct your attention back to them. It may be difficult to do so, but it is important to ignore this bid for attention.
7) If you plan to group children for activities, avoid doing so on the basis of sex. Children

can be grouped by shoe color, eye color, hair color, or some other attribute. Why might it be problematic to group children by size?

In our own text, ***Sex Equity Handbook for Schools***, there are some persuasive arguments for how men are negatively impacted by sex-role stereotypes. While it is a fruitless endeavor to argue the point as to which sex is hurt "most" by stereotypes, it is helpful to recognize that the costs of masculinity are typically mediated by factors that reduce those costs. Moreover, the costs of alienation, role stress, anxiety, and career constraints for men are issues that can only be relieved by men acting in concert or individually to change the relevant structures. Although it is quite likely that women's studies and the larger women's movement will function to loosen role restrictions for both women and men, the primary agenda is to provide opportunities for all people to meet their human potential through revaluing and reconsidering female roles. This revaluation comes not in relationship to men but in recognition of the potential lost when women are prevented from participating in the full range of personal and career opportunities.

NOTE: This unit typically provokes a greal deal of student discussion. Many students are concerned that by putting women at the center of study, they will seem to be rejecting men. They fear that in doing so they will be accused, as Bright points out, of committing "the same moral error as that of patriarchal scholarship." It is usually helpful to distinguish between short- and long-run strategies. In the long run, many are committed to equalized roles for all people, female and male alike. But the short-run strategy to reach that goal is to develop a base with women at the center, rather than in relationship to men.

FROM: David Sadker. *Being A Man*. Washington, D.C.: GPO, 1977.

TOUGH GUYS

Harry Conn and a group of his friends were heading to the empty lot behind the Eastern Avenue Apartments for an after-school baseball game. They were used to practicing on the field every day, so they were surprised to see that it was already occupied. Jimmy Nagel and a group of boys from a neighboring high school were already in the middle of a game.

"Hey, what are you doing on this field?" Harry shouted. "This is our turf—so buzz off."

"You got a deed of ownership?" Jimmy and his friends laughed. "Anyway," Jimmy continued, "possession is nine-tenths of the law. We're here—and we're staying."

"You creeps!" Harry was getting really angry now. "You better clear out now if you know what's good for you. This is our final warning."

Jimmy, not moving from the pitcher's mound where he was stationed, called back, "Sounds to me like all bark and no bite. You want us to get off, huh? Well then, make us!"

Harry and his friends could not let that kind of challenge go by. They moved onto the baseball field, and Harry headed straight for Jimmy Nagel. Harry was a good deal taller than Nagel, and he figured his opponent would be a pushover. Consequently he was amazed to find himself, only a few minutes later, flat on his back, Jimmy on top of him, pinning his arms to the ground.

"O.K., punk," Jimmy taunted. "I guess this proves who has the right to this field. Now be a good boy and say 'uncle,' and I might let you up."

More than anything, Harry wanted to get free of Nagel's hold, and get him back. "Make me," he muttered.

"You asked for it." Jimmy gave a quick sharp turn to Harry's wrist. "Say 'uncle.' "

Harry shut his eyes and said nothing. He gritted his teeth and pretended as hard as he could that he was somewhere else.

"C'mon, say 'uncle.' " Another sharp turn to the wrist.

Harry felt like he was entering a deep well of pain. "Make me."

Jimmy was getting restless. He was also getting a little worried about doing any serious damage to the boy pinned beneath him. "O.K., punk. I'm gonna let you go this time. But watch out when you see Jimmy Nagel coming because next time you may not be so lucky."

Harry, his clothes torn and his eye swollen closed, wanted nothing more than to slip into the house unnoticed that evening. As luck would have it, he almost walked smack into his father coming home late from work.

"Whew . . ." his father gave a long, slow whistle. "Must've been some brawl. Boy, I'd sure like to see the other guy. Just as long as you gave better than you got, son. That's all that matters."

1) How do you think Harry responded to his father? Write down his answer.

2) There are many elements of "acting tough" in this scene. List as many of these elements as you can.

3) How might this conflict have been avoided? Rewrite the dialogue at a point where the fight could have been stopped. ______

4) Were there positive payoffs for acting tough? ______. If so, what were they?

5) Do girls ever act tough? If so, in what kinds of situations?

6) Think back to the last time you were a "tough guy" or a "tough girl." Then complete the following sentences as honestly and as accurately as you can.

The last time I acted tough was when ______

If I could live that situation over again, I would/would not act differently because ______

UNIT 13: AS IF IT WEREN'T ENOUGH
REFERENCES AND SUGGESTED READINGS

Bright, Clare. "But What About Men . . .?" In *Lesbian Studies: Present and Future*. Ed. Margaret Cruikshank. Old Westbury, N.Y.: The Feminist Press, 1982, pp. 97-99.

Pleck, Joseph H. *Male Sex Role Identity: Fact or Fiction?* Wellesley, Mass.: Wellesley College, Center for Research on Women, 1980.

Sadker, David. *Being a Man: A Unit of Instructional Activities on Male Role Stereotyping*. Washington, D.C.: GPO, 1977.

Thompson, Doug. *As Boys Become Men*. Denver, Colo.: University of Colorado at Denver, Institute for Equality in Education, 1980.

V. Testing and Evaluation Instruments

This chapter includes the following testing and evaluation instruments used in WMST 304:

1) Informed Consent Form;
2) Course Evaluation (Expectations);
3) End-of-Term Course Evaluation;
4) One Year Follow-up Evaluation Form for Public School Teachers;
5) One Year Follow-up Evaluation Form for Students;
6) Public School Student Reaction Form;
7) Public School Student Reaction Form for Younger Students;
8) Public School Teacher Reaction Form;
9) Midterm Exam;
10) Final Exam Questions and Sample Answers.

The course also used the "FIRO-B" test, which is not reproduced here. This questionnaire is available from William C. Schutz, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

INFORMED CONSENT FORM

WMST 304 is a course that is partially funded by a grant from the Fund for the Improvement of Postsecondary Education. Part of the intent of the FIPSE Project is to determine the ways in which a course of this sort can be of use to students in the development of cognitive and affective skills.

During the semester, we will be asking you to participate in a number of brief exercises designed to assess the course and the Project. The results of the studies we conduct will become available, but we will not identify results with specific names or other indicators.

You are not required to participate in the study. If you elect to participate, you are free to change your mind at any point. Moreover, you are also free to not respond to any specific question if you find that question personally objectionable. Needless to say, however, if you choose to participate, it is important for the validity of the study that your responses are forthright and conscientious.

The guidelines for protecting the rights of human subjects are in operation in the entire study. Questions, reservations, and/or appeals regarding the procedures can be referred to the Chairperson of the Human Research Committee at the CU Graduate School.

Your cooperation is greatly appreciated, and your participation will be of great use to us in evaluating this course and the Women Studies Curriculum Design Project.

****

I have read and understand the above statements and I agree to participate in this study.

____
Name

____
Student Number

____
Signature

COURSE EVALUATION: WMST 304
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

Name: ______________________________ Student Number: ____________________

Class: ____Sr. ____Jr. ____Fr./So. ____Other GPA: ____________________________

Major: ______________________________ Ethnic Group: __________________________

INTRODUCTION: As you may know, this class is offered as the result of a grant from the Fund for the Improvement of Postsecondary Education. As part of this grant, we intend to assess the various components of both the course and the teacher and use those results to disseminate this course on a national basis. Although we ask for your name, this is for follow-up purposes. In this sense, your responses are known, but they will not affect your grade in any way. Please be as honest and frank as you wish. This form should take about 10 minutes to complete. In advance, thank you for your time and cooperation.

1) To begin, it would help us to know why you enrolled in this class.
Please check (✓) as many as apply.
__________ Wanted a women's studies course.
__________ Wanted a course in this particular department.
__________ Fulfilled a college requirement (i.e., in humanities, education, social science).
__________ Wanted this course.
__________ Wanted this instructor.
__________ Closed out of another course.
__________ Convenient time.
__________ Fulfilled Women Studies Certificate requirement.
__________ Other (specify): ____.

2) What kind of *information* or *content* do you most hope to gain in this course?

3) What kinds of *skills* or *attitudes* do you most hope to develop in this course?

4) Do you have any *concerns* about being in this course?
______yes, many ______yes, some ______no
If *yes*, what? (explain):

5) How well do you understand the *goals* and *objectives* of WMST 304?
______very well ______generally well ______barely ______not at all

The following questions deal with the skills and experience you bring to this class.

6) How much *experience* have you had speaking before groups?
__________ a great deal (more than 10 times in 1981)
__________ some (five to nine times in 1981)
__________ a little (less than five times in 1981)
__________ none

7) How *confident* are you in speaking before groups?
______very ______generally ______somewhat ______not very ______not at all

8) How much *experience* have you had doing research?
__________ a great deal (more than 15 research papers in college)
__________ some (eight to 15 research papers in college)
__________ a little (less than eight research papers in college)
__________ none
(A research paper is work exceeding 10 pages in which academic sources are cited.)

9) How *confident* are you doing research?
______very ______generally ______somewhat ______not very ______not at all

10) How much *experience* have you had creating curriculum units in college?
__________ a great deal (more than five times)
__________ some (three to four times)
__________ a little (once or twice)
__________ none

11) How *confident* are you in creating curriculum units?
____very ____generally ____somewhat ____not very ____not at all

12) What are three career directions you are currently considering?
a.

b.

c.

Note: If you have definitely committed yourself to one of the above, add an asterisk (*) next to that choice.

13) How *relevant* is WMST 304 to your future?
____very ____generally ____somewhat ____not very ____not at all
Why? (explain):

WMST 304: END-OF-TERM COURSE EVALUATION
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

INTRODUCTION: As you know, this course was designed to develop both your knowledge of sex equity issues, as well as certain skills. Because of the innovative nature of WMST 304, we are very interested in your reactions to it. Not only will your opinions be of interest to the project director, but you also can help to improve this course for next year's students. Your responses to this form *will not* affect your grade. All forms will be tabulated by an outside evaluator. Please be frank. In advance, thanks for your time and cooperation.

1) To what *extent* were your expectations for this class met?
______completely ______generally ______somewhat ______rarely ______not at all
Why?

2) Aside from what you expected to happen, did you experience any *surprises* or *unintended consequences* from this course?
______yes ______no
If *yes*, what?

3) At this point, how *confident* are you in *speaking before groups*?
______very ______generally ______somewhat ______not very ______not at all
Why? (explain):

4) How *confident* are you doing *research*?
______very ______generally ______somewhat ______not very ______not at all
Why? (explain):

5) How *confident* are you in *creating curriculum units*?
______very ______generally ______somewhat ______not very ______not at all
Why? (explain):

6) The following list presents many skills or attitudes you may have developed over this term. Please rate yourself for each, using the scale provided.

Skills/Attitudes	Very Poor	Poor	Somewhat Poor	Somewhat Good	Good	Very Good
a. Speaking skills	______	______	______	______	______	______
b. Nonsexist curriculum information	______	______	______	______	______	______
c. Listening skills	______	______	______	______	______	______
d. Sex bias awareness	______	______	______	______	______	______
e. Assertiveness	______	______	______	______	______	______
f. Self-esteem	______	______	______	______	______	______
g. Creativity	______	______	______	______	______	______
h. Feminist awareness	______	______	______	______	______	______
i. Organization	______	______	______	______	______	______
j. Research skills	______	______	______	______	______	______

(A) From the above list (#6), which three skills or attitudes did the class meetings of WMST 304 most enhance?
1)

2)

3)

(B) From the above list (#6), which three skills or attitudes did your public school experience most enhance?
1)

2)

3)

(C) From the above list (#6), which three skills or attitudes do you consider your strengths?
1)

2)

3)

7) How *relevant* has WMST 304 been to your future?
______very ______generally ______somewhat ______not very ______not at all
Why? (explain):

8) What are three career directions you are now considering?
a.

b.

c.

******Note***: If you have definitely committed yourself to one of the above, add an asterisk (*) next to that choice.**

9) What have been the two highlights of this course for you?
a.

b.

10) What are the major strengths and weaknesses of this course?

STRENGTHS	WEAKNESSES

11) Please suggest three improvements for this course:
a.

b.

c.

12) Other *comments*:

PERSONAL DATA

Name: ____________________ Sex: ______ female ______ male

Major: ____________________ Race: ____________________

Last term's G.P.A.: ____________ Expected year of graduation: __________

Address where you could be reached one year from now: Marital status: ____________________

WMST 304: ONE YEAR FOLLOW-UP WITH PUBLIC SCHOOL TEACHERS
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

INTRODUCTION: Last year, you utilized a WMST 304 student from the University of Colorado. We are curious to know the long-term impact of that experience for you. This form should take about five minutes to complete. It is already stamped. Please fold and staple it and drop it in the mail by April 30, 1983. In advance, our thanks.

1) Last term, a University of Colorado student from WMST 304 presented a women's studies unit in your class. Have you *utilized* that information in any way since then?
__________yes __________no
How and *why*?

2) Because of your experience with WMST 304, have you experienced any *unintended consequences* (e.g., new contacts, study, experiences, or insights)?
__________yes __________no
If *yes*, what? (describe):

3) Are you *currently enrolled* in a women's studies course or project?
__________yes __________no
If *yes*, what? (explain):

4) Other *comments*:

Name: ____

Thank you for your cooperation!

WMST 304: STUDENT FOLLOW-UP
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

INTRODUCTION: Last year you were involved in an innovative project in women's studies. We are curious to know what you have utilized from that experience. This form should take about five minutes to complete. It is already stamped; just fold and staple it and then return it to me by April 30, 1983. Your cooperation is deeply appreciated.

1) Thinking back on WMST 304, what was the major *highlight* for you and *why*?

2) At this point, what three career directions are you considering?
a.

b.

c.

3) Does WMST 304 relate to *any* of those choices?
__________yes __________no
If *yes, how*? (explain):

4) Are you *currently enrolled* in a women's studies course?
__________yes __________no
What? (describe):

5) Other *comments*:

Name: ____

Thank you for your cooperation!

PUBLIC SCHOOL STUDENT REACTION FORM: WMST 304
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

School: ______________________ Grade Level: ______________________

Course Title: ______________________ Sex: __________Female __________Male

INTRODUCTION: Today's University of Colorado student would like to know what you gained from her/his presentation. Your opinions will help her/him improve their future work. Please be frank. *All responses are confidential.* Do not put your name on this form. In advance, thanks for your ideas and cooperation.

---

1) Please rate these *presentation characteristics* by checking (✓) the appropriate space below.

a. *Voice tone:*	dull	_____	_____	_____	_____	_____	dynamic
b. *Volume:*	too loud	_____	_____	_____	_____	_____	too soft
c. *Word choice:*	too simple	_____	_____	_____	_____	_____	too complex
d. *Gestures:*	natural	_____	_____	_____	_____	_____	frozen
e. *Creativity:*	very	_____	_____	_____	_____	_____	not at all

2) Please rate these *personal appearance characteristics* by checking (✓) the appropriate space below:

a. *Dress:*	sloppy	_____	_____	_____	_____	_____	neat
b. *Posture:*	good	_____	_____	_____	_____	_____	poor
c. *Facial expressions:*	sober	_____	_____	_____	_____	_____	expressive

3) Please rate the *content* of the presentation by checking (✓) the appropriate space.

a. *Relevance:*	very	_____	_____	_____	_____	_____	not at all
b. *Quality of information:*	too theoretical	_____	_____	_____	_____	_____	too trite
c. *Organization:*	muddled	_____	_____	_____	_____	_____	logical
d. *Interest:*	very	_____	_____	_____	_____	_____	not at all

4) *Overall characteristics* that you feel describe the WMST 304 student:

a. *Dependable:*	very	_____	_____	_____	_____	_____	not at all
b. *Friendly:*	very	_____	_____	_____	_____	_____	not at all
c. *Assertive:*	very	_____	_____	_____	_____	_____	not at all
d. *Knowledgeable about nonsexist curriculum:*	very	_____	_____	_____	_____	_____	not at all
e. *Helpful:*	very	_____	_____	_____	_____	_____	not at all
f. *Tuned into your class:*	very	_____	_____	_____	_____	_____	not at all

5) Please rate the *overall impact* of this speech/unit on you.

__________high __________medium __________low

Why? (please explain):

6) From your perspective, please rate the *impact* of this speech/unit on the other members of your class.

__________high __________medium __________low

Why? (please explain):

7) What were the two major insights or highlights of this unit for you?

a. ____

b. ____

8) Would you like to have *more exposure* to women's studies curriculum?
a. ______yes, definitely ______yes, possibly ______doubtful
______no
b. If *yes* (above), what topic(s) are of interest to you?

9) Other *comments*:

Thank you for your cooperation!

PUBLIC SCHOOL STUDENT REACTION FORM: WMST 304
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

NOTE: For young students, read instructions as you go and explain each question. Discussion after each question, to get students to explain their answers, is optional.

PLEASE HELP US LEARN WHAT YOU GOT FROM TODAY'S TALK

1) Did you *like* today's talk? (Circle number.)

4	3	2	1
yes, very much	yes, some	yes, a little	no

2) How did the talk make you *feel*? (Add a hat to the one that is like you.)

3) Did you learn many *new* things? (Circle number.)

4	3	2	1
yes, many	yes, some	yes, a little	no

4) Was the teacher a *good speaker*? (Circle number.)

4	3	2	1
yes, very good	yes, good	yes, O.K.	no

5) What did you like *best* about the talk? (Write or speak into a tape recorder.)

WMST 304: PUBLIC SCHOOL TEACHER'S REACTION FORM
UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

INTRODUCTION: In order to help your WMST 304 student achieve the maximum benefit from this experience, it is important that she/he receive some feedback about her/his impact in your class. Please complete this form immediately and return it to Barbara Parker. In turn, she will pass the relevant section to the student. Your comments will not adversely affect her/his grade, but will only *help* the *student* learn from the experience. The second part of this form will help us improve the project. Your candor is appreciated. In advance, thank you for your time and cooperation.

Teacher's Name: ______________________________ School: ______________________________

WMST 304 Student's Name: ______________________ Course Title: ______________________

1) Please rate these *presentation characteristics* by checking (✓) the appropriate space below.

a. *Voice tone:*	dull	____	____	____	____	____	dynamic
b. *Volume:*	too loud	____	____	____	____	____	too soft
c. *Word choice:*	too simple	____	____	____	____	____	too complex
d. *Gestures:*	natural	____	____	____	____	____	frozen
e. *Creativity:*	very	____	____	____	____	____	not at all

2) Please rate these *personal appearance characteristics* by checking (✓) the appropriate space below:

a. *Dress:*	sloppy	____	____	____	____	____	neat
b. *Posture:*	good	____	____	____	____	____	poor
c. *Facial expressions:*	sober	____	____	____	____	____	expressive

3) Please rate the *content* of the presentation by checking (✓) the appropriate space.

a. *Relevance:*	very	____	____	____	____	____	not at all
b. *Quality of information:*	too theoretical	____	____	____	____	____	too trite
c. *Organization:*	muddled	____	____	____	____	____	logical
d. *Interest:*	very	____	____	____	____	____	not at all

4) *Overall characteristics* that you feel describe the WMST 304 student:

a. *Dependable:*	very	____	____	____	____	____	not at all
b. *Friendly:*	very	____	____	____	____	____	not at all
c. *Assertive:*	very	____	____	____	____	____	not at all
d. *Knowledgeable about nonsexist curriculum:*	very	____	____	____	____	____	not at all
e. *Helpful:*	very	____	____	____	____	____	not at all
f. *Tuned into your class:*	very	____	____	____	____	____	not at all

5) Please rate the *overall impact* of this speech/unit on your students.

__________high __________medium __________low

Why? (please explain):

The next set of questions focuses on the Project and your reactions to it. These comments will go to only Barbara Parker.

---

6) Did this experience meet your *expectations*?

______completely ______generally ______somewhat ______rarely ______not at all

Why? (please explain):

7) Would you like to participate in this Project *again*?

______yes, in the fall ______yes, in the spring ______yes, perhaps next year ______no

8) Do you plan to integrate this unit/speech/presentation into your curriculum plans in the *future*?
______yes, definitely ______yes, probably ______yes, possibly ______no
How and *why*?

9) Aside from what you expected to happen, did you experience any *surprises* or *unintended consequences* from this Project?
______yes ______no
If *yes, what*? (please explain):

10) At this point, would you like to take a *women's studies course* as part of your recertification requirements?
______yes, definitely ______possibly ______doubtfully ______not at all
If yes, in what *area(s)*?

11) Do you know other teachers who want to be part of this Project next year?

Name ______________________________	School ______________________________
______________________________	______________________________

12) One of the possible course changes next year would be to assign students to prepare sample bibliographies or collect research materials on nonsexist teaching for teacher use. This would probably be an assignment for students to complete early in the school semester. If this option were available, which would be of use to you? (Check as many as apply.)
______ sample bibliography
______ collect research materials
______ reading list
______ other (specify)

13) Other comments:

Thank you for your cooperation!

MIDTERM EXAM

PART I: OBJECTIVE

1) Research indicates that boys and girls
    a. prefer the safety of sex-role stereotypes.
    b. take courses that are similar in content throughout elementary and secondary school.
    c. have about equal interactions with teachers although the quality differs.
    d. have both inequal quantity and quality of teacher interactions.
2) The Broverman study of clinical helpers revealed which of the following:
    a. mental health workers don't like women.
    b. the standards for what constitutes healthy male behavior are exactly the same as those that predict healthy adult behavior.
    c. women were shown to be mentally healthier than males.
    d. women were shown to be mentally inferior to men.
3) Which of the following is an example of cultural dissonance?
    a. Blacks are more frequently discriminated against than whites.
    b. Men are urged to be competitive in order to be competitive in the labor force.

c. Women are urged to assume "masculine" roles in the workplace, but to remain feminine at the same time.
d. Athletes are urged to win.

4) "The Eye of the Beholder" illustrates which of the following:
   a. boys are clinically healthier than females at birth.
   b. parents, particularly fathers, project sex-role stereotypes on their children at birth.
   c. parents, particularly mothers, project sex-role stereotypes on their children at birth.
   d. a and b.
5) The generic use of "man" is
   a. good for children's egos.
   b. defensible because the definition includes both male and female human beings.
   c. a source of ego development for boys.
   d. so often used that people may as well accept it and devote their energies to something more important.
6) In U'Ren's article "The Image of Women in Textbooks," which of the following is not true:
   a. Most stories about girls are less interesting than those about boys.
   b. Most stories about girls are shorter than those about boys.
   c. The butt of most jokes are adults.
   d. Many textbook stories that deride women are actually written by women.
7) A systems approach to any problem includes which one of the following?
   a. any problem is embedded in a variety of other conditions.
   b. a solution exists for any problem.
   c. any solution chosen can create a whole new set of unanticipated results.
   d. once a solution is chosen, the problem can be solved.
8) Betty Friedan's book *The Second Stage* refers to
   a. the suffrage movement.
   b. the 1970's feminist movement.
   c. a shift from domestic to political issues.
   d. the feminist movement beyond the political activism of the 1970's.
9) Women's studies programs now exist in approximately ______ colleges and universities in the U.S.
   a. 120
   b. 300
   c. 600
   d. 52
10) Title IX of the Higher Education Act of 1972 covers all but the following:
    a. admissions.
    b. counseling.
    c. textbooks.
    d. athletic programs.
11) A central issue for the "New Right" is
    a. military spending.
    b. preservation of the family.
    c. religion, particularly fundamentalism.
    d. sky diving.

Short Answer

12) Name the six types of bias that occur most frequently in texts.
    a.
    b.
    c.
    d.
    e.
    f.
13) What are three pre-school sources of socialization for children? Use general categories such as "family" (family is taken!).
    a.
    b.
    c.
14) What abstracting periodical is most likely to lead a researcher to feminist sources?

15) What is the sexism cycle as illustrated by Bornstein (and amended by Parker)?

16) What are the three most apparent stereotypes of male and female behavior in our culture, as we defined these in class?

Females	*Males*
a.	a.
b.	b.
c.	c.

17) According to Spender what is the "feminist model of education"? (Refer to "Education: The Patriarchal Paradigm.")

18) Put the following into MLA Note Form:
Title of pamphlet: Handbook of Nonsexist Literature
Authors: Casey Miller; Kate Swift
Publication date: 1980
Place of publication: New York, New York
Publisher: Barnes and Noble Books
Pages Cited: 122, 123, 124, 125

19) Put the following into MLA Note Form:
Title of article: Nonsexist Language Use in Transition
Publication date: Winter 1978
Publisher: Journal of Communication
Other: Volume number 28, Issue Number 1, Pages 139 through 149
Author: Barbara Bates

PART II: ESSAY

20) In "The Classroom Climate" you read a very thorough review of classroom interactions. Provide your own very thorough review of how the teacher may (overtly or unintentionally) discriminate between males and females.

FINAL EXAM

For the final exam, each student is assigned to write responses to one or more individual questions, while all students are asked to write responses to two questions. All responses are to be duplicated for distribution to other class members on the day of the exam. Evaluation is based on the written responses, students' oral presentations of their written responses during the final exam period, and on participation and contribution to the discussion generated by oral exam responses.

The following text includes sample test questions as well as answers developed by students enrolled in the class. All questions are drawn from the texts and assigned readings, but students are invited to develop responses that go beyond the material covered in class.

1. *All students must answer the following question:* Using the readings and what you have learned from this and other women's studies courses, formulate a description of women's studies that you would give to someone unfamiliar with the field.

First Sample Student Answer:

Women's studies is a multidisciplinary or interdisciplinary field. It deals with concerns that are real to women in any discipline. It examines the power structure and biases in society that continue to make women "second class citizens." It deals with contributions of women to society that are traditionally overlooked. Women's studies is based on the premise that women, as well as other people, are valuable resources, and that diversity of people is to be valued. Women's studies deals with political, economic, social, and sexual issues. Women's studies is committed to building a society where everyone is free to develop her and his potential, without being restricted by outmoded, stereotypical norms of behavior or any of the other political, economic, or social sanctions that are so prevalent and destructive today. Women's studies is human-centered as well as woman-centered. In the field of women's studies there is a commitment to examine the values of our society and to teach people values that will enable us all to live cooperatively and lead lives that are truly fulfilling.

Second Sample Student Answer:

Women's studies is a multifaceted discipline that ranges from classes such as women's history to women's literature to feminist theory. Women's studies is an attempt to educate people on a class that has been ignored and/or erased from general academic fields of study. Raising peoples' consciousness about the sexism, racism, ageism, and heterosexism that are so prevalent in this patriarchal society is one of the goals of women's studies. The different institutions—such as marriage, religion, and heterosexuality—are examined and their effects on women's physical, spiritual, and psychological selves. Throughout all of the classes, resources are drawn from women writers in order to get a different (and almost assuredly healthier) perspective on women's existence. Through education we have a chance of making life less destructive and unfair for women while building a strong, cohesive, positive organization for women and ultimately for everyone. Women's studies is a beginning to the end of the "insignificant," misrepresented state of women in this society.

Third Sample Student Answer:

I gave some guest lectures at a local high school in history and political science. We discussed the woman suffrage movement and today's movement for the ERA. During the discussion one young man looked at me accusingly and asked, "But what do you *do*?" I didn't understand what he was asking and asked him to clarify. He said, "Well, are you like a politician or something? Do you just go around and preach about this stuff to people?" He could not believe that women or women's issues could be discussed as part of the normal curriculum in school. He thought I was a feminist "wierdo" presenting incredibly radical ideas even though the bulk of the discussion was historical fact. This is basically what women's studies is about.

In our patriarchal culture "male" (specifically, white male) sets the norm; women are seen as deviant. To set the standards of a culture on the basis of the assigned characteristics of one small group is to invalidate the contributions and possibilities of the rest of the population. The major goal of women's studies is to allow people to fulfill and expand their potential on both an individual and societal level.

Women's studies is complex. It is not one specific field, but is multidisciplinary. Courses are offered in a variety of fields ranging from history and art to literature, sociology, and psychology. It allows students to understand women in a vast array of roles, to discover the contributions women have made, and to develop a way of recognizing and dealing with issues that are unique to women. This allows women to see themselves in a broader perspective, to break down the self-limiting barriers they have been taught and to understand the depth of their own potential.

2. Establish a baseline for the general effects of sex-role socialization for girls. What are the main effects in academic, psychological and physical, and career and family relationships? What changes have occurred since 1972; are they having a substantial impact on the formal and informal educational process?

3. Explain the major assumptions of expected female and male behavior. How do these assumptions become internalized?

4. What are the main vehicles of differential treatment? Why are they important to a teacher or other role model?

5. Many people will argue that a nonsexist language is not possible because it changes the structure of the language. What is the structure to which they are referring? Is structured change preferable to individual change?

6. What are the excuses offered for why there is little substantive change in instructional materials? Why are these arguments convincing or unconvincing to the groups affected?

7. How do you explain the fact that as publishers move to reduce bias, the characters introduced in instructional materials are ethnic minority males?

8. What is compulsory heterosexuality? In what way has feminism adopted traditional standards in its uneasy commitment to lesbian existence? What is your response to the following question: "Do you really think lesbian experience is a central part of the women's movement?"

Sample Student Answer:

Compulsory heterosexuality is a man-made institution that assumes women are innately oriented toward forming primary relationships with men. The assumption and prediction of what is normal for women in terms of their emotional relationships is concurrent with a general social expectation that women must conform to an assigned norm, even as they are seen as the deviant within that norm. To the extent that feminism rejects lesbian reality, these hierarchies of normality are replicated within the feminist movement, serving to confirm the validity of the patriarchy itself. Moreover, to deny lesbianism within the movement is to deny that part of ourselves that is woman-identified. This denial also serves to buttress patriarchal practice. Unfortunately, feminism too often has adopted the traditional standard, set by the patriarchy, that heterosexuality is the norm. This institution is set up this way in order for men to stay in their state of power. This perpetuates the inequality that exists in the political, economic, and sexual realms of our lives. As long as feminism responds to lesbian existence in an uneasy, not quite comfortable way, it is reinforcing the phenomenon that heterosexuality is the norm, and by extension confirming the traditional expectation that males are the norm, while female experience can be categorized in the degrees of difference from that norm.

I feel that the lesbian experience is definitely a central part of the women's movement. First of all, lesbians are women, so of course they are part of the movement and there are many lesbians that have made and continue to make great strides for women. Lesbianism really addresses the issues concerned with the inequalities that exist between men and women.

9. What is the general pattern of teacher interactions with girls and boys? Why do teachers find it difficult to change their behavior? What is the cumulative effect of the type of teacher interaction you have described?

Sample Student Answer:

Teachers do not interact with female students the same way they do with males. In general, teachers, regardless of their own sex, interact with boys far more than they interact with girls. Boys get more disapproval, but they also get more praise and instruction, and teachers listen to boys more than to girls. Teachers initiate more work contacts, more academic contacts, and more positive contacts with boys. Teachers are also more likely to engage in extended conversations with male students. Teachers ask boys more direct questions, more open-ended questions, and more abstract questions than they ask girls. With gifted students, teachers favor boys and are more restrictive with girls. Teachers are more likely to give male students extended directions, detailed instruction on how to do things "for oneself" and are less likely to explain things to girls, more likely to "do it for them" instead. In a classroom, girls are more frequently passed over and ignored. Low achieving boys receive more teacher criticism, high achieving boys receive more teacher approval and active instruction. Boys are disciplined more frequently and more harshly than girls. Boys and girls also get praised and criticized differently for their academic work. Girls are more likely than boys to be praised for following the rules of form in academic work and boys are more likely than girls to be praised for the intellectual quality of their work. On the other hand, girls receive far more criticism than boys for intellectual inadequacy as opposed to neatness and following rules of form. When teachers criticize boys, they tend to attribute their academic inadequacies to lack of effort, whereas in criticizing girls they tend not to attribute intellectual inadequacy to lack of effort, but imply that inadequacy is due to lack of ability. Minority students are also likely to get more than their share of negative attention or to be overlooked. Teachers may find it difficult to change their behavior because they are products of sexist conditioning. They do not realize that they are biased and that they do not treat boys and girls the same way. However, a conscientious teacher can counteract the "limiting cycle of sex bias" by making a concerted effort to become aware of the subtle and unintentional sex bias in her or his behavior and modifying her or his behavior accordingly.

The cumulative effect of teacher interaction on girls and boys is likely to be that boys increase independent, autonomous behavior. They are likely to attribute failure not to personal inadequacies, but to a generally negative attitude on the part of the teacher or to the fact that they haven't expended sufficient effort. Girls, receiving less attention, are likely to develop "learned helplessness." After receiving failure feedback, they will be more likely to give up. They can't attribute failure to a teacher who is "against" them because they haven't received much active disapproval from the teacher. The criticism they get is related directly and specifically to intellectual inadequacy, so girls are more likely to blame poor performance on lack of ability instead of lack of effort. Unlike boys, girls are likely to see failure as unsurmountable. Girls are more likely to lack confidence in their abilities.

VI. Sample Student Curriculum Units

CURRICULUM UNIT

Spring 1983
Instructor: Patricia L. Moss
Discipline: Language Arts—Nonverbal Behavior
Grade Level: Sixth Grade
School: Louisville Middle School
Format: Lecture, Games, Discussion in the form of a question-and-answer period
Time Frame: One class period of approximately 45 minutes
Supplementary Materials:

Pictures from Magazines: These pictures would be used to show examples of the various forms of nonverbal behaviors. They could also be used to practice "reading" what the individuals are "saying."

Posters: Ideally, these posters would show the general characteristics of male and female body postures. (The most effective use of this medium would be to use either well-known personalities or match the subjects of the posters to your intended audience.)

Camera and Film (Optional): The camera would be used to record the students practicing nonverbal behaviors. The pictures can then be used to create a bulletin board in the classroom and also to provide the basis for further discussion on the use of nonverbal behaviors.

GOAL: The goal of this unit is to make the students aware of body language as a form of communication: its importance to them and the various forms it may take; to increase their sensitivity to how they and others use their bodies to express emotions and communicate with others.

OBJECTIVES FOR THIS UNIT:

1) To familiarize the students with a language that they "speak" and "read" but of which they may not be consciously aware.
2) To discuss the importance of nonverbal communication in their understanding of themselves and others.
3) To identify the various forms of nonverbal communication and provide examples of behaviors typical of each form.
4) To provide a means of practicing communicating without words.
5) To provide a means of identifying sexism in nonverbal communication.
6) To encourage students to use this information for an increased sensitivity in observing and understanding others.

OBJECTIVE 1: To familiarize the students with a language they "speak" and "read" but of which they may not be consciously aware.

What is nonverbal communication? It is "the way we express ourselves not by what we say but what we do."[1]"When you were a newborn baby, you did not know any words. . . but you could still talk."[2] After you entered school, you became more verbal and reliant upon the spoken and written word. It was then that you lost a conscious awareness of your use of body language.[3] Subconsciously, though, your mind still "reads" this communication.

OBJECTIVE 2: To discuss the importance of nonverbal communication in their understanding of themselves and others.

What I want to do today is make this language again a part of your conscious awareness, because this information is important to you. Why? Because "the fact that you and everyone around you are constantly sending off nonverbal clues is important because it means that you have a constant source of information available about yourself and others. If you can tune into these signals, you'll be more aware of how those around you are feeling and thinking, and you'll be better able to respond to their behavior."[4]

On the personal side, have you been around someone who you knew was angry or upset but they could not or would not tell you with their words what was on their mind? But yet you knew something was bothering them.[5]

We use language as much to conceal as reveal our feelings. Our words are verbal masks that serve to hide our feelings; it is our actions that convey our feelings and reveal any discrepancies. We say what we think we ought to say, but the accompanying nonverbal behaviors can give us or others away.[6] "Contradictory messages are a pretty good indication of deliberate or unconscious deception, and matching signals reinforce your message."[7]

As further proof of the importance of understanding nonverbal communication, think of the following: "Psychologist Albert Mehrabian claims that less than 10 percent of what we communicate comes from our words, the rest being sent by nonverbal messages."[8] If you are not tuned into nonverbal communication, that means you are missing 90 percent of what people are saying.

OBJECTIVE 3: To identify the various forms of nonverbal communication and provide examples of behaviors typical of each form.

Now that you understand the importance of nonverbal behavior clues, what will you be looking for? You will need to watch for the following: the use of the space surrounding an individual; their postures and gestures; their facial expressions and whether or not eye contact is made or avoided; the tone, speed, and pitch of their voice; the clothes people wear and their environment; and lastly, whether or not there seems to be some unspoken power structure between two or more individuals. There are, of course, many more forms of nonverbal communication, but we will start with these. Each of the above behavioral clues conveys a meaning that reveals an individual's feelings. Let us see what some of these meanings are.

The use of space surrounding an individual. "Each of us carries around a sort of invisible bubble of personal space wherever we go. We think of the area inside this bubble as our private territory—almost as much a part of us as our own bodies."[9]

Skin contact to 18 inches is the space we allow those close to us to enter. Eighteen inches to four feet keeps others at "arms length." A social distance is between four and 12 feet while most business or classroom environments usually maintain distances beyond 12 feet.[10] Think about the following expressions dealing with this personal space: "Too close for comfort"; "Standoffish"; "Turning your back" on someone; or "Bridging the gap."

Another thing to think about is the issue of power. Has a person's space been invaded or was another allowed to enter it? If it was invaded, why did the other person have the power to do so?

Postures. Leaning forward shows interest, while slumping back shows boredom. A relaxed posture shows that an individual is in a nonthreatening situation. A threatening situation makes it difficult to relax and the individual is seen as "up-tight."[11]

It is also possible to change our feelings by changing our postures. Try to slouch as if you were feeling "down." Now, throw back your shoulders as if you were confident. Did you feel different with each posture?

Also, there is a reason beyond the obvious physical one for having you sit up straight—slouching shows a lack of self-assurance or self-esteem. Sitting up straight would change those negative messages into more positive ones.[12]

Gestures. "Most of us, at least unconsciously, know that the face is the most obvious channel of expressing emotions, and we're especially careful to control our facial expressions when trying to hide our feelings. But most of us are less aware of the ways we move our hands, legs, and feet, and because of this these movements are better indicators of how we truly feel."[13]

Whitened knuckles and clenched fists show anger; biting nails or playing with hair show nervousness.[14] Hands in pockets reveal a person who is secretive or critical.[15] Thumbs hooked under the belt indicate "everything is under control."[16]

Women hold their legs close together, feet either straight or turned slightly inward with their arms close to the body. Men usually have their legs far apart with their feet turned outward and their arms held at a distance from their bodies. These nonverbal behaviors are learned at an early age along with sex roles and are characteristic of the roles they will be playing. Women's roles require them to be seen as thin, small, and harmless while men's roles require them to be seen as big and strong. When either men or women take on the body language seen as appropriate to the opposite sex, others view them as different or deviant.[17] Instead, their behavior should be seen as expressing their emotions. Viewed in this way, versus typing according to sex, you will avoid sexism and see the whole range of feelings open to all individuals.

Facial Expressions and Eye Contact. As mentioned before, we tend to modify our facial expressions to mask the appearance of another—this can be dictated by either the culture or situation.[18] A good example of this would be the smile you put on our face while you walk through the other team's lineup congratulating them on beating you. A "poker face," "look of innocence," or the judgment that a person "looks guilty" are expressions that show we are aware of facial expressions as a means of communicating to others.

There are also several expressions dealing with eye contact: the "blank stare"; the "look that could kill"; the "evil eye"; and a "stare down." Meeting someone else's eyes implies a sense of involvement; looking away indicates a desire to avoid conflict. It can also signify dominance and submission. Are we looking up to someone or looking down on them?[19]

Voice Tone, Speed, and Pitch. "Results obtained in a number of studies substantiate the conclusion that vocal characteristics of speech communicate emotional states."[20] Intrusive sounds like laughs or sighs or the clearing of the throat are good predictors of stressful situations.[21]

We tend to talk slower and lower when we are relaxed, but tend to talk faster and higher when we are lying.[22] I am not trying to teach you to lie to others, but how to know if they are lying to you.

Touch. Touch can mean different things to different people. We use touch to show love, endorsement of another, to have a calming effect, to interrupt others, and as a gesture of power.[23] The effect of touch on babies can show how powerful this nonverbal behavior is—babies have died when they have not been touched enough, even though they have had their other survival needs met.[24]

Clothing. We use clothing to categorize people and fashion as a uniform that tells the public who is "in" and "out."[25] We also use uniforms as an indicator of the individual's personal qualities. For example: the cowboy is "macho," police officers are tough, the military is strict, and the doctor is seen as all knowing. These personal qualities may or may not be present, so we should use caution when using clothing to judge an individual.

The Environment. Our environment both represents and affects us. Have you been able to tell a lot about someone by their room? Their car? These are examples of how our environment represents us. On the other hand, studies have shown that we become tired and bored quickly in an ugly room, whereas we have a greater desire to work and feel more comfortable and important in a beautiful room.[26] Is our environment communicating positive or negative things to or about us?

OBJECTIVE 4: To provide a means of practicing communicating without words.

Because nonverbal communication represents our feelings or emotions, have the class portray the following in nonverbal behaviors: pain, fear, happiness, loneliness, boredom, sadness, nervousness, anger, smugness, victory, confidence, depression, and shyness. If they have difficulty getting into the mood of the emotion, describe situations that they would be familiar with that would call for these emotions. As they are "talking," point out to the class behaviors that are typical of each of the emotions.

By having the class act out the above emotions, they will become aware that they have been "talking" nonverbally without a conscious realization of the skills they have. This should give them some confidence to use this information in dealing with others.

OBJECTIVE 5: To provide a means of identifying sexism in nonverbal communication.

Sexism in nonverbal communication is those behaviors that we type as "male" or "female" in accordance with learned sex roles. The purpose of the following game is to point out the differences in nonverbal communication between the sexes in order to point out that these behaviors are learned, some are arbitrary with no real logic behind them, but all can be changed.

Have the class divide into male-female pairs where they will "mirror" the actions of the other in sex-typical situations. The use of sexist situations is necessary to give the students an understanding of sexism and how it is so much a part of their lives—especially their nonverbal communication.

Examples such as the following can be used: combing their hair, holding a baby, throwing a pass, shaking hands, getting someone's attention, trying to interrupt someone, and shyness. Take each example and have one sex be the leader in the mirroring, then switch to the opposite sex.

Taking pictures during this game will provide samples of various behaviors and yet allow the viewer to compare "naturalness" or "unnaturalness" of various behaviors based on sex.

These pictures can then be used for further discussion on sexism and the need to allow individuals a wider range of emotions and feelings.

Another game that can be used to point out sexism is the "Exercises for Men" found on pages 143-144 of Nancy Henley's book, *Body Politics.*[27] The purpose of these exercises is to illustrate in a humorous way the "absurdity of 'ladylike' postures."[28]

EXERCISES

Bend down to pick up an object from the floor. Each time you bend remember to bend your knees so that your rear end does not stick up, and place one hand on your shirtfront to hold it to your chest. This exercise simulates the experience of a woman in a short, low-necked dress bending over.

Run a short distance keeping your knees together. You will find you have to take short, high steps if you run this way. Women have been taught it is unfeminine to run like a man with long, free strides. See how far you get running this way for 30 seconds.

Sit comfortably on the floor. Imagine that you are wearing a dress and that everyone in the room wants to see your underwear. Arrange your legs so that no one can see. Sit like this for a long time without changing your position.

Walk around with your stomach pulled in tight, your shoulders thrown back, and your chest thrust out. Pay attention to keeping this posture at all times. Notice how it changes your breathing. Try to speak loudly and aggressively in this posture.

If time allows, have the class think of examples of "Exercises for Women" that could be used to show the absurdity of "macho" behaviors.

A review of the above games would show what kinds of nonverbal behaviors are used to show which emotions; the meanings of each of the behaviors; and the role sexism plays in which behaviors we used.

OBJECTIVE 6: To encourage students to use this information for an increased sensitivity in observing and understanding others.

"When you become aware of nonverbal messages in your everyday life you should think of them not as facts but as *clues* which need to be checked out."[29] The use of nonverbal clues can be an invaluable aid in your understanding of others. If there is a difference between what their words say and what their bodies say, remember that their bodies are revealing their true feelings.

Although nonverbal behaviors transmit our feelings, we must rely on words to convey our thoughts.[30] Both forms of communication are important, and that is why we want to bring nonverbal behaviors back into our conscious thoughts.

NOTES

[1] Ron Adler and Neil Towne, *Looking Out/Looking In: Interpersonal Communication* (Corte Madera, Calif.: Rinehart Press, 1975), p. 200.

[2] Sue Castle, *Face Talk, Hand Talk, Body Talk* (Garden City, N.Y.: Doubleday and Co., 1977), n. pag.

[3] Castle, n. pag.

[4] Adler and Towne, p. 203.

[5] Adler and Towne, p. 204.

[6] Barbara Parker, "Nonverbal Behavior," Women Studies 304, University of Colorado, Boulder, 27 January 1983.

[7] Adler and Towne, p. 238.

[8] Adler and Towne, p. 200.

[9] Adler and Towne, p. 207.

[10] Adler and Towne, pp. 208-210.

[11] Adler and Towne, p. 214.

[12] Gerard I. Nierenberg and Henry H. Calero, *How to Read a Person Like a Book* (New York: Pocket Books, 1971), p. 94.

[13] Adler and Towne, pp. 215-216.

[14] Adler and Towne, p. 216.

[15] Nierenberg and Calero, p. 37.

[16] Nierenberg and Calero, p. 171.

[17] Marianne Wex, *Let's Take Back Our Space: "Female" and "Male" Body Language as a Result of Patriarchal Structures,* trans. Johanna Albert, ed. Pilar Alba and Virginia Garlick (Berlin: Movimento Druck, 1979), p. 7.

[18] Daniel Druckman, Richard M. Rozelle, and James C. Baxter, *Nonverbal Communication: Survey,*

Theory, and Research, Sage Library of Social Research, Vol. 139 (Beverly Hills, Calif.: Sage Publications, 1982), pp. 62-63.

[19] Adler and Towne, p. 221.

[20] Druckman, Rozelle, and Baxter, p. 44.

[21] Druckman, Rozelle, and Baxter, p. 45.

[22] Druckman, Rozelle, and Baxter, p. 47.

[23] Nierenberg and Calero, p. 127.

[24] Adler and Towne, pp. 225-226.

[25] Adler and Towne, pp. 232-233.

[26] Adler and Towne, p. 237.

[27] Nancy M. Henley, *Body Politics: Power, Sex, and Nonverbal Communication* (Englewood Cliffs, N.J.: Prentice-Hall, 1977), pp. 143-144.

[28] Henley, p. 144.

[29] Adler and Towne, p. 204.

[30] Adler and Towne, p. 203.

CURRICULUM UNIT

WMST 304 Lesson Plan
Fall 1982

Instructor: Kathleen Hewett
Discipline: Classics
Grade Level: High School
School: Fairview High School
Boulder, Colorado

Format: Lecture/slides/discussion/exercises
Time Frame: One hour
Supplementary Materials: Ditto of poetry by Sappho, slides/book

GOAL: The purpose of this unit is to illustrate sex equity or lack thereof in the period of Homer's *Iliad,* and to suggest a critical assessment of classical literature in general.

OBJECTIVES FOR THIS UNIT:

1) To make students aware of the role of women in Greece at the time of the *Iliad.*
2) To provide an historical context for ancient Greek culture in an effort to understand the roots of women's oppression.
3) To teach students to look at classical literature critically and in a nonsexist framework.

OBJECTIVE 1: To make students aware of the role of women in Greece at the time of the *Iliad.*

A. Instructor will give a brief summary of the role of the ancient Greek woman.
B. Students will be given a handout with selections of poetry by Sappho, the only female contributor to Greek art, and the poetry will be discussed with the class as a reflection of the Greek woman.

* * *

Outline of Points A and B

I. The role of the Greek woman.
  A. Aristotle's view:[1]
    1) She is essentially inferior to the male regardless of his age;
    2) Her main worth is derived from her position as a source of fertility, children;
    3) Her only moral virtue is the ability to be obedient;
    4) She is endowed with a meager capacity for reflection, thus her views are of no worth.
  B. Characteristics of the Greek woman:[2]
    1) Sold into marriage at the age of 12;
    2) Main worker in household economy;
    3) She is a possession—only allowed in a man's presence at his request.
  C. Sappho (7th-6th century B.C.)[3]
    1) Most important lyric poet in western antiquity;
    2) Wrote mostly love poems to women;
    3) Her work was very popular until A.D. 1000, when the church destroyed it;
    4) Images of frustrated love and hope suggest that she was an uncommon woman trapped in the stereotypic role of the Greek woman.
  D. Students will be shown a series of slides of Greek art that depicts the Greek woman

in her stereotypic role. (These slides are from a private collection, however, slides may be obtained from the Fine Arts library or a book of color illustrations may be used.)

OBJECTIVE 2: To provide an historical context for ancient Greek culture in an effort to understand the roots of women's oppression.

- A. Instructor will discuss the theory of the matriarchal culture that preceeded the patriarchal culture of ancient Greece.
- B. Students will be encouraged to challenge the plausibility of such a theory based upon their own knowledge of the material.

* * *

Outline of Point A

- I. The matriarchal culture.[4]
  - A. The Minoan culture that flowered in Crete was the base of the matriarchal culture.
    - 1) It espoused "feminine" values, such as
      - a. peace;
      - b. art/creativity;
      - c. was highly civilized.
    - 2) It developed 2500 to 3500 years ago as a result of migration from the Eastern Mediterranean.
    - 3) These cultures worshipped a Mother Goddess or Earth Mother; she was a symbol of fertility connected with the earth.
- II. The patriarchal culture:
  - A. The Mycenaean culture that developed on mainland Greece was a patriarchal culture.
    - 1) It espoused "masculine" values
      - a. war;
      - b. power;
      - c. barbarism.
    - 2) It developed in 2500 B.C. as a result of migration by Indo-Europeans who migrated from Asia Minor.
    - 3) These cultures worshipped male divinities who represented the father image, such as Zeus, who was connected with the sky.
- III. The clash of the two cultures:
  - A. Around 1900 B.C. the two cultures mingled.
    - 1) The dominant patriarchal culture subjugated the matriarchy.
    - 2) Mortal women were oppressed and developed stereotypic qualities.
    - 3) Matriarchal gods were accepted, but were not supreme.
      - a. They were married to patriarchal gods and thus lost status.
      - b. They were, however, not oppressed and became androgynous.
- IV. Athena:[5]
  - A. Athena, the child of Zeus, is a perfect example of the blending of the two cultures.
    - 1) She is both a womanly protectress of cities and the goddess of war.
    - 2) She represents both intellectual pursuits and crafts such as weaving.
    - 3) She has feminine features but they are strong.
    - 4) She is dressed in a gown but wears armor and carries a spear.

OBJECTIVE 3: To teach students to look at classical literature critically and in a nonsexist framework.

Instructor will lead the discussion.

- A. Students will list on the blackboard the main male and female characters of the *Iliad,* other than gods.
  - 1) There will be a greater number of male characters. This indicates invisibility.
  - 2) Instructor will define "invisibility" and its consequences by relating it to the students' lives.
- B. Students will list on the blackboard the prominent qualities of these male and female characters.
  - 1) Stereotypes will be evident.
  - 2) Instructor will define "stereotype" and its effect by relating it to the students' lives.
- C. Students will be asked to repeat this exercise with the gods in mind.
- D. Instructor will process and synthesize these responses to show that mortal women exhibit stereotypical qualities, while the gods are androgynous as a result of the previous intermingling of the matriarchal and patriarchal cultures.

NOTES

[1] Elisabeth Badinter, *Mother Love* (New York: Macmillan Publishing Co., 1980), p. 19.

[2] Christine Downing, *The Goddess* (New York: Crossroad Publishing Co., 1981), pp. 103-142.

[3] Alice Barnstone and Willis Barnstone, ed., *A Book of Women Poets from Antiquity to Now* (New York: Schocken Books, 1981), pp. 40-41.

[4] Jacquetta Hawkes, *Dawn of the Gods* (New York: Random House, 1968).

[5] Robert Graves, *The White Goddess* (New York: The Noonday Press, 1948).

VII. Annotated Bibliography

SECTION 1: CURRICULUM MATERIALS FOR THE ELEMENTARY SCHOOL

Adelberger, Audra, and Evelyn Wiseman. *A.C.T.I.V.E.: Sex Equity in Elementary School Physical Education*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980. A detailed plan for a workshop that introduces the concept of all children having equal involvement in physical education and that develops an awareness of sex stereotyping in elementary school physical education classes.

"Annotated Bibliography of Non-Sexist Picture Books." By the Non-Sexist Child Development Project. N.p.: Women's Action Alliance, Inc., 1979. An annotated bibliography of picture books for elementary school children containing nonsexist language and attitudes.

"Books for Elementary School Students on Nontraditional Careers." By the Cunningham Elementary School, Cherry Creek Schools (ESEA Title IV-C 519, Innovative Program). Denver, Colo.: Cunningham Elementary School, Cherry Creek Schools, n.d. A bibliography of books for elementary school students on nontraditional careers.

Doyle, Linda S., ed. *Don't Dress Your Whale in Galoshes: Awareness-Raising Activities in Sex Equity for Elementary and Secondary Students*. Denver, Colo.: Colorado Department of Education, 1980. This guide is intended for use by teachers, counselors, and other personnel working with elementary or secondary level students. The guide provides educators with specific activities and general activity ideas related to sex equity and offers a beginning for raising student awareness about sex-role stereotyping, sex equity, and Title IX. Most of the activities state or suggest an objective and provide information about resources and materials, procedures for implementation, and suggested grade level for most appropriate use.

Equity Lessons for Elementary School. By the Office of Curriculum and Instruction, School District of Philadelphia. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1982. A series of lessons for elementary school teachers in nonsexist behavior, sex-role stereotyping awareness, and career awareness. Materials and complete lesson outlines are included.

Johnson, Laurie Olsen, ed. *Nonsexist Curricular Materials for Elementary Schools*. Old Westbury, N.Y.: The Feminist Press, 1974. Nonsexist elementary-level curriculum materials for the teachers and for the classroom. Teacher materials include exercises in consciousness raising, textbook evaluation, Title IX legislation as a tool, and feminist resources for schools. Materials for the classroom include consciousness-raising activities for the classroom, student workbooks, career aspiration activities, and nonsexist math word problems.

"Media for a Non-Sexist Education." By the Cunningham Elementary School, Cherry Creek Schools (ESEA Title IV-C 519, Innovative Program). Denver, Colo.: Cunningham Elementary School, Cherry Creek Schools, n.d. Bibliography of media for a nonsexist education including filmstrips, cassettes, games, posters, and activities. Resources helpful to teachers and educators in developing a nonsexist curriculum.

People and Places U.S.A.: Narratives Levels 1-3. By School District 11, Bronx, New York. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. A series of narratives about six seventh-grade pen pals from New York, Chicago, and California who meet and travel through various parts of California. A nonsexist curriculum unit for junior high students adaptable to social studies or geography studies.

People At Work: A Non-sexist Approach (INSTRUCTO Teaching Guide No. 1217). Paoli, Penn.: The Instructo Corporation, n.d. A unique set of 24 photographs presenting the world of work as a place where women and men participate in an enormous variety of nonstereotyped jobs and nontraditional roles. The photos provide an unbiased, nonsexist approach to the community, early career education, language development, and thus help foster a better understanding of the world. The photographs of men are of jobs not usually considered men's work, such as sewing, teaching young children, and library work. Instructions for use and a teaching guide are included.

Perl, Teri Hoch, and Patsy Christner. *Teacher's Manual: Women, Numbers and Dreams*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980.

----------, and Joan M. Manning. *Women, Numbers and Dreams: Biographical Sketches and Math Activities*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980. Biographical sketches and math activities to accompany the teacher's guide for *Women, Numbers and Dreams*. The main purpose of the publication is to provide role models by sharing stories of women who work in careers requiring significant training in mathematics. Each unit consists of a biography and activities following the biography. Elementary math principles are illustrated by shade-ins; pictures tied to the story are used to demonstrate an idea. Grades elementary to intermediate and junior high can apply these units. The teacher's manual provides suggestions for integrating the biographical sketches and math activities volume of *Women, Numbers and Dreams* into the curriculum. The units are designed to apply to younger children and children above age 11 as well. Discussion questions, suggestions for projects, and model lesson plans are also included in the teacher's manual.

"Print Resources on the History of Women." By the Cunningham Elementary School, Cherry Creek Schools (ESEA Title IV-C 519, Innovative Program). Denver, Colo.: Cunningham Elementary School, Cherry Creek Schools, n.d. This bibliography was developed to help in the teaching of women's achievements to elementary school students. Included are historical as well as present-day figures.

Robertson, Shiela C., and Kathleen Ann O'Brien. "A Social History of Women: Linda James Benitt." N.p.: Women's Educational Equity Act, 1981. A series of lessons for primary and intermediate school students on the life of Linda James

Benitt. Concepts in this lesson series include eliminating the stereotype of farmers as men in looking at Linda's life as an apple grower; and Linda's life as an illustration of diversity in her work roles as farmer, teacher, New Deal organizer, scientist, public health professional, homemaker, and civic leader. Information on the New Deal/Depression and World War II eras from the point of view of a woman living in that time is gained. Other teaching aids include life outline, concept definitions, and a bibliography.

----------. "A Social History of Women: Mary Longley Riggs." N.p.: Women's Educational Equity Act, 1982. A series of lessons for primary and intermediate school students on the life of Mary Longley Riggs, an early settler in Minnesota. Mary Riggs's life, her teaching of the Dakota Indians in community schools, and American Indian culture are concepts taught in these lessons. A biography of Mary Riggs for teacher use is included, and also a life outline and a map of the area settled.

----------. "A Social History of Women: Mathilda Tolksdorf Shillock." N.p.: Women's Educational Equity Act, 1981. A series of lessons on Mathilda Shillock, a German immigrant who came to this country in 1854. Beginning in New England, she settled also in Texas and Minnesota, and witnessed the Dakota War of 1862. Concepts in this lesson series include an introduction to the immigrant experience, opportunities to explore students' cultural identity and backgrounds, the daily routine of an individual woman's life in the nineteenth century, and the stages and changes of women in their life cycle.

----------. "A Social History of Women: Primary and Intermediate Social Studies." N.p.: Women's Educational Equity Act, 1981. An introductory unit for teachers who are interested in integrating women's history into the elementary school curriculum. The unit provides an overview of the individual teaching units on specific historic women and also provides a perspective on social history and women's history.

----------. "A Social History of Women: Theresa Ericksen." N.p.: Women's Educational Equity Act, 1982. A series of lessons for primary and intermediate school students on the life of Theresa Ericksen, a woman who immigrated from Norway in 1879. She became a nurse and served in several wars, including World War I. Concepts in these lessons include the introduction of a single woman with a distinct career commitment, and elimination of the stereotype that all women of the 1880's were married. Other teaching aids include a life outline, concept definitions, a conceptual framework, and a bibliography.

Scheibner, Barbara. "Professional Collection on Sexism in Education." Denver, Colo.: Cunningham Elementary School, Cherry Creek Schools, n.d. Annotated bibliography of nonsexist educational materials for elementary to secondary levels.

Skolnick, Joan, Carol Langbort, and Lucille Day. *How to Encourage Girls in Math and Science: Strategies for Parents and Educators*. Englewood Cliffs, N.J.: Prentice-Hall, 1982. This book explains how teachers and parents can help girls develop their skills and confidence to pursue a full range of interests and careers in math and science. Sex-role socialization, early childhood practices, and adult expectations influence a child's skill development; the book thus provides strategies and activities to improve girls' problem-solving skills and to help them build trust in their intelligence.

Woods, K. G., Shiela C. Robertson, and Kathleen Ann O'Brien. "A Social History of Women: Caroline Seabury." N.p.: Women's Educational Equity Act, 1982. A series of lessons for primary and intermediate school students on the life of Caroline Seabury. Concepts in this social history biography include the unsettled atmosphere in the North and South United States during the mid-1800's; Caroline's impression of slavery as seen through the eyes of a northerner; plagues and illnesses of the era including smallpox and tuberculosis; the Civil War as experienced by Caroline as she cared for wounded soldiers from the Battle of Shiloh; and the narrow roles available to single women in the 1800's. Other teaching aids include a life outline, concept definitions, conceptual framework, and a bibliography.

SECTION 2: CURRICULUM MATERIALS FOR THE MIDDLE SCHOOL

Abrams, Eileen. *A Curriculum Guide to Women's Studies for the Middle School Grades 5-6*. Old Westbury, N.Y.: The Feminist Press, 1981. A guide for teachers of grades five and six for a women's studies curriculum. The guide is organized into four major units: "All About Stereotyping," "Women in the Past," "Women in Today's World," and "Taking Charge of Our Lives." The guide provides activities for each unit. The activities include collecting and analyzing primary data (e.g., interviewing people), creative writing, research and reporting, and role playing. There is also a "Related Resources" list providing further materials and readings.

Connections: A Program for Middle School Students about Women and Work and Skills for Good Jobs. By The Boston YWCA. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. An activity and gamebook for students in middle schools on the subject of women and work and job skills. The book is divided into 15 modules on such topics as recognizing stereotypes, the job market, salaries, finding schools, occupation types and skills necessary for the job, and women in nontraditional jobs. The modules contain different types of activities including word games, puzzles, team games, exercises and problem solving, and illustrations.

Foodim, Marilyn, Johanna Martines, and Ruth Myers. "Teaching About the ERA." *Interracial Books for Children Bulletin*, 9, No. 6 (1978), 3. This is a lesson plan to raise political awareness of the Equal Rights Amendment among middle-grade students.

Froede, Joan. *Caves to Condos: A Non-sexist Curriculum Guide for Practical Arts Grades 7 and 8*. Denver, Colo.: Institute for Equality in Education, University of Colorado at Denver, 1978. This publication is a nonsexist approach to practical arts emphasizing the changed sex roles that have occurred in the evolution from cave dwelling to modern living. It is an integrated course that draws on the curriculum of home economics, industrial arts, and various human relations courses. It is intended for boys and girls in coeducational classes at the seventh and eighth grade levels. This is an elective course designed for one semester. The four major divisions of the course are: food, shelter, clothing, and living in society. The practical arts include how to keep yourself healthy, how to plan a balanced menu, how to buy or rent a house, and the skills necessary to meet the basic needs for food, shelter, and clothing.

Groves, Susan. *In Search of Our Past: Units in Women's History*. Newton, Mass.: Women's Educational Equity Act Publishing

Center, 1980. These units are designed to supplement what is currently taught in American and world history. Six units are included: 1) Native American Women in Pre-Columbian America; 2) Southern Women from 1820 to 1860; 3) Women in Struggle, a unit on American women as immigrants and workers from 1820 to 1940; 4) Women under Feudalism in Western Europe and China; 5) Women and the Industrial Revolution in England and Japan; and 6) Women in Change, a study of twentieth-century women in transition. The book consists of a unit outline, teacher guide, student materials, and bibliography for each of the six units. Student materials include essays, short stories, and activities in art, analytical thinking, oral presentations, and written presentations.

Sadker, David. *Being a Man: A Unit of Instructional Activities on Male Role Stereotyping*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, n.d. This is a unit of student lessons and background material for teachers on the problem of male stereotyping. Part One includes information for teachers on the definition of the male stereotype, the behavioral costs of typical male behavior such as competition, barriers between men and women, absence from the family, and career demands. The masculine nature of modern society is also explained. Part Two consists of a series of student lessons designed to help students at the junior high level become aware of the limiting effects of sex-role stereotyping in their personal lives and in society at large. The lessons include such topics as characteristics of the male stereotype, male supression of emotions, and the pressure on males to compete and win. The series also includes an examination of the sources of male stereotyping and a personal interaction game for overcoming stereotypes.

"Spotting Stereotypes: A Report from Our Readers." *Interracial Books for Children Bulletin*, 9, No. 6 (1978), 11-13. This article reports on a variety of stereotypes encountered around the United States and in the world.

SECTION 3: CURRICULUM MATERIALS FOR THE SECONDARY SCHOOL

Bragar, Madeline, Salvatore Tagliareni, and Christos Palames. "Section 504: An Action Guide For Secondary School Administrators." N.p.: Massachusetts Department of Education, 1979. This manual has been prepared to help secondary schools in Massachusetts meet the challenge of implementing equal programs and building access for people with disabilities. It was written by professionals and consumers coming together to address the rights and responsibilities of school administrators and local citizens regarding effective implementation of Section 504 of the Vocational Rehabilitation Act of 1973. The Guide provides steps for beginning and setting up an action program for secondary schools.

Chapman, Anne, ed. *Approaches to Women's History: A Resource Book and Teaching Guide*. Washington, D.C.: American Historical Association, 1979. A book of seven curriculum units in women's history for high school students. The units emphasize student involvement, and classroom work is individualized so that students can work at their own levels. The units explore such topics as women's and men's spaces, family history, women's rights and feminism, divergent women in the nineteenth century, a study of housework as a consciousness-raiser, women's biographies, and women and work outside the home. The units are able to supplement the history curriculum and other subjects, such as psychology and career education.

Chrietzberg, Agnes. *Biological Sex Differences*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 3 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 3 helps educators to recognize common misconceptions about girls and women and inaccurate assumptions about biological differences between men and women. The module suggests ways to conduct physical education programs which will not discriminate against girls or boys. The series was a project developed by Physical Educators for Equity at Eastern Kentucky University.

----------, Virginia Jinks, Mary Dee Leslie, Mary Neikirk, and Geraldine Polvino. *Physical Educators for Equity: Leader's Handbook*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Leader's handbook designed to accompany seven instructional modules for physical education teachers to help them reduce sex bias in secondary physical education classes. The workshop for physical educators is designed to assist teachers in developing practices and strategies to promote full and fair opportunities for both girls and boys in physical education.

----------, Mary Dee Leslie, Mary Neikirk, and Ann Uhlir. *Teacher Behavior*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 6 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 6 aids educators in using language that is not sex biased, setting an example that is not sex biased, and avoiding discriminatory classroom instruction.

Dow, Ruth McNabb. "Changing Societal Roles and Teaching." Washington, D.C.: Home Economics Education Association, 1976. A handbook and teacher guide to provide information and numerous activities for exploring the nature and effects of changing roles in society. Some topics included are legal rights, lifestyle options, breaking the stereotype mold, and employment.

Equity Lessons for Secondary School. By the Office of Curriculum and Instruction, School District of Philadelphia. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1982. A series of lessons for secondary school teachers in equity, women's issues, and women in history. Materials include questions, essays, bibliographies, and summaries of relevant legislation.

Fowler, Lois Josephs. "Sirens and Seeresses: Women in Literature. The High School Curriculum." *English Journal*, 62, No. 8, 1123-1126. This article discusses ways to introduce women's studies materials into secondary school English literature classes.

Gross, Susan Hill, and Marjorie Wall Bingham. *Toward Achieving Historical Symmetry: A Manual for Teaching Women's History and Culture in a Global Setting*. St. Louis Park, Minn.: Women in World Area Studies, 1982. This manual was written to aid teachers in finding ways of teaching women's history in a global setting. Young people must know something of the history and culture of women in various world cultures, as this knowledge of women's history and culture will improve and help explain world history curriculum. The manual includes models for teaching about women cross-culturally for secondary students, and lessons to introduce students to women's history. A selected bibliography in women's history and culture is also included.

Interracial Books for Children Bulletin, 9, No. 8 (1978). This issue contains a series of articles offering practical ways by which teachers, librarians, students, parents, and community activists may use Title IX as a potent weapon in the struggle to eliminate sexism in the public schools. A lesson plan designed to develop awareness of Title IX among students at all grade levels is included. Existing programs that may serve as models and helpful hints for community organizers also are included, along with a list of resources.

Neikirk, Mary. *Curriculum Development*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 5 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 5 helps educators apply guidelines for eliminating sex-role stereotyping and sex discrimination in constructing physical education curricula.

----------. *Introduction to Stereotyping and Discrimination*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 1 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 1 defines stereotyping and increases awareness of stereotyping and its effects in physical education.

----------, and Mary Dee Leslie. *Sex-Role Stereotyping and Its Effects*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 2 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 2 assists the educator in identifying sex-role stereotyping in physical education in three areas: achievement, self-esteem, and physical well-being.

"Packet for Teachers and Students on Sexism in the Secondary Classroom." TS., n.p., n.d. A packet containing workshop materials for teacher education on sexism in the secondary classroom; also contains student exercises and values inventories for secondary students. The teacher materials include quotations for resource display and hypothetical discussion situations for teacher workshops.

Puryear, Ruby H. "The Bethune Collection on Black Women's Organizations of the National Council of Negro Women, Inc.: Technical Manual on Oral History." New York: National Council of Negro Women, n.d. Manual of procedures for interviewing Black women who played a role in the life and work of Black women's organizations in the United States. Also included is a revised bibliography of articles on oral history.

Rosenfelt, Deborah Silverton, ed. *Strong Women: An Annotated Bibliography of Literature for the High School Classroom*. Old Westbury, N.Y.: The Feminist Press, 1976. An extensive bibliography for high school teachers and students listing supplementary readings by and about women. The bibliography includes anthologies, autobiographies, and biographies of noted women; drama, novels, poetry, and short stories by and/or about women.

Sadker, Myra. "A Student Guide to Title IX." Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, n.d. This booklet explains to students their rights under Title IX and what they can do to make Title IX a living reality in their schools. The booklet is organized into four sections: 1) "Do Students Have Rights?" discusses basic rights and responsibilities of students; 2) "Schooling As a Sexist Activity," provides background necessary to understand a student's right to nonsexist education; 3) "Title IX: Your Right to a Nonsexist Education," summarizes Title IX requirements for nondiscrimination; and 4) "Your Responsibility for a Nonsexist Education," identifies steps to take if discrimination exists in a school.

Sanders, Beverly. *Women in American History: A Series*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. Women in American History, a four-part series, fills a gap in the American history curriculum of high schools where the lives and achievements of American women have been neglected. Each book in the series is a narrative of women's lives and accomplishments within a significant era in American history. Book One (Women in the Colonial Era and the Early American Republic, 1607-1820) discusses women in the colonial era and is divided into five major topic areas with discussion questions following each topic. Topics include women in the founding days; women, family, and home in colonial times; women making money; colonial occupations; women in the American Revolution; and the rights of women. A complete bibliography is included. Book Two (Women in the Ages of Expansion and Reform, 1820-1860) focuses on American expansion in the industrial revolution, in the westward movement, and in the political structure. Major topics are the "True Woman," women in the economy, women and the spirit of reform, women in the fight against slavery, the movement for women's rights, and women of influence: editors and writers. Discussion questions follow each topic and a bibliography is included. Book Three (Women During and After the Civil War, 1860-1890) focuses on the Civil War years and the Reconstruction Era. Topics include American women in the Civil War; reconstruction; women teachers to the freed slaves; women of the western frontier; the progress of women after the Civil War; and women's organizations. Discussion questions follow each topic and a bibliography is included. Book Four (Women in the Progressive Era, 1890-1920) focuses on the Progressive Era. A large number of women reformers were active, the first generation of college-educated women. Topics include women in the progressive era; reformers and radicals; women in factory work and the labor movement; how women won the vote; and women in arts and letters in the industrial age. Discussion questions and a bibliography are also included.

Smiley-Marquez, Carolyna. "What Was It Like When . . . ? A Curriculum Package on Oral History for Use in Secondary Schools: Huerfano County." Boulder, Colo.: Huerfano Ethnohistory Project, BUENO Program, n.d. A series of five activities for introducing oral history and ethnic history as a primary research method for developing activities for social studies classes using interviews collected in Huerfano County, Colorado.

Stallone, Carol N., ed. *The National Women's Hall of Fame Presents The Faces and Phases of Women: An Educational Kit*. Seneca Falls, N.Y.: The National Women's Hall of Fame, 1983. This book is written for intermediate/junior high school students to introduce students to women from both the past and the present who have made outstanding contributions in the arts, athletics, education, government, humanitarianism, and science. The women's biographies are organized chronologically. Within each biography is one glossary word that is defined and then exercises and activities are related to the biographies. A set of posters can also be ordered as a teaching aid.

Thompson, Doug. *As Boys Become Men: Learning New Male Roles*. Denver, Colo.: Institute for Equality in Education, 1980. A curriculum for junior and senior high school students focusing on the male role stereotype. The booklet consists of eight sections: 1) "What's Feminine and What's Masculine?" 2) "A Real Man"; 3) "Men in the Media"; 4) "Male Talk"; 5) "The World of Work"; 6) "Foul"; 7) "Fathers and Children"; and 8) "Emotions, Relationships, and Beyond." Each section includes background and student objectives for the teacher, although there are no suggestions for use at particular age levels. Student worksheets and response forms are also included.

Tips and Techniques: Ability Grouping and Performance Evaluation in Physical Education. By the Title IV Sex Desegregation

Project. Springfield, Ill.: Illinois State Board of Education, 1982. Symposium papers on the topic of ability grouping for students in junior high and high school physical education classes. The studies contain suggestions for developing sex-fair standards of measurement that can be incorporated into a variety of institutional and instructional settings. The papers provide some answers on ability grouping and performance evaluation of students within coeducational physical education classes.

Uhlir, Ann. ***Student Performance Evaluation***. Newton, Mass.: Women's Educational Equity Publishing Center, 1981. Module 7 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 7 aids teachers in evaluating student performance in physical education classes in a nonsexist manner and provides bias-free approaches to testing, grouping, and grading.

---------. *Title IX*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. Module 4 in a series of seven designed as a self-study program for physical educators in secondary schools. Module 4 helps teachers to become aware of Title IX provisions and those teaching practices in physical education that are inconsistent with Title IX. The module suggests methods of compliance with Title IX and enforcement procedures when violations of Title IX are found.

Wells, Nancy. "Women in American Literature." ***English Journal***, 62, No. 8 (1973), 1159-1161. This article suggests methods and materials for teaching a high school course on women in literature. Several books and authors are listed, plus a small bibliography. The goal of the course, "Women in American Literature," is to introduce high school students to the concept of alternative choices for women in our American culture.

"Women in United States History: Annotated Bibliography." TS., n.p., n.d. An annotated bibliography of women in American history. Subtopics include biographies; women, children, and home; women and work; marriage, divorce and sexuality; and minority women.

SECTION 4: GENERAL MATERIALS APPROPRIATE FOR GRADES K-12

Calabrese, Marylyn E. ***Becoming Sex Fair. The Tredyffrin/Easttown Program: A Comprehensive Model for Public School Districts. Stage Three Manual: Revising the Curriculum***. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This manual outlines a practical process any district can use to remove sex bias from the curriculum and provides sample materials for carrying out the revisions. Part I outlines a series of workshops during which members of the curriculum revision committee learn how to identify and change bias in all parts of the curriculum. Part II provides sample sex fair teaching materials for nearly every subject and grade. Educators can use these samples as they are, or they may prefer to use them as a starting point for creating their own original materials. The manual should be read by the program coordinator of a school district's sex fairness committee and by all members of the curriculum revision committee participating in the workshops described in Part I. Educators desiring to incorporate nonsexist materials into the curriculum would also be interested in this program.

Campbell, Patricia B. "Business as Usual: Sex Stereotyping in Business Education." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This module on sex stereotyping in business education is composed of a tape, transparency masters, and handouts. Topics covered by this module include goals of business education; some questions to ask when analyzing business education textbooks; and a discussion of, "Where are the women in business?" One activity involves the analysis of textbooks. This module is part of a series of instructional modules on sex-role stereotyping in education for educators, teachers, and administrators.

---------. "Diagnosing the Problem: Sex Stereotyping in Special Education." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This module on sex stereotyping in special education is composed of a 25-minute tape, five transparency masters, and four handouts with a bibliography. Topics include stereotyping, stereotyped expectations of girls and boys, sex stereotyping in the special education curriculum, central characters in children's readers, and stereotyping in textbooks.

---------. "Equality in Science: Formula for Changing Sex Bias." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This module on sex stereotyping and its effect on science and science education is composed of a 35-minute tape, four transparency masters, three handouts, and a bibliography. Topics included in the module are stereotyping, the scientific method, science-related occupations, and intellectual sex differences.

---------. "Repainting the Sexist Picture: Stereotyping in the Fine Arts." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This module on sex stereotyping in the fine arts is composed of a 25-minute tape, seven transparency masters, and three handouts with a bibliography. Topics covered include stereotyping; fine arts and crafts; "Why there have been no recognized great women artists"; "Man, woman, or artist?"; a sample of women in art and music; a popular view of the fine arts; and sex differences in musical and artistic abilities.

---------, and Susan E. Katrin. "Sex Stereotyping in Math Doesn't Add Up." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1978. This module on sex stereotyping and its effect on math education is composed of a 25-minute tape, four transparency masters, two handouts, and a bibliography. The module is designed to be used independently or to supplement an instructional unit. The module was developed to facilitate discussion as well as to present information. The topics covered include stereotyping, sample math problems, sex differences in math skills and math courses, and job choices.

Cotera, Martha P., comp. ***Checklists for Counteracting Race and Sex Bias in Educational Materials***. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1982. This handbook provides guidelines and checklists to be used in selecting and evaluating curriculum materials for use in bilingual/multicultural education programs; these guidelines/checklists can be effectively used to evaluate the content of bilingual education materials for race and sex bias. Included are checklists and guidelines for analyzing elementary curriculum material and readers; fiction; math and science tests and materials; and social studies texts and materials for racial and sex-role stereotypes. The handbook also contains a selected bibliography on books with guidelines for positive female and male models in textbooks, and tools for material selection.

Cunningham, Nella, ed., and Martha P. Cotera, comp. ***Multicultural Women's Sourcebook: Materials Guide for Use in Women's Studies and Bilingual/Multicultural Programs***.

Newton, Mass.: Women's Educational Equity Act Publishing Center, 1982. A bibliography of resource and reference materials on multi-cultural and multi-ethnic groups for teachers, educators, and all persons using materials on women of various cultures in the United States. Materials are classified as to grade level (from K to post-secondary) and specific cultural group. The bibliography includes reference materials, background readings, curriculum development sources, and student materials.

Equal Rights for Women in Education: Model Policy Statement and Guidelines for Implementation: The Elimination of Bias and Stereotyping on the Basis of Sex in Instructional Materials, Teacher Strategies and Curriculum Content. By the Equal Rights for Women in Education Project. Denver, Colo.: Education Commission of the States, 1977. A short pamphlet giving guidelines for eliminating gender bias and stereotyping in instructional materials. Guidelines are intended for teachers and administrators. Other resources are listed in a bibliography.

Fair Textbooks: A Resource Guide. By the U.S. Commission on Civil Rights. Washington, D.C.: GPO (Clearinghouse Publication 61), 1979. Guide to various types of resources on bias-free educational materials. The guide includes such materials as references to empirical research on the topic of textbook bias, lists of special publications on the problem of textbook bias, instruments that can be used for evaluating textbooks for bias, lists of nonprint materials counteracting existing biases, bibliographies of books concerning sex and various types of bias according to grade level, textbook and curriculum guidelines, state textbook adoption statutes, directory of publishers of bias-free texts, state education department information on the selection of textbooks, lists of organizations concerned with textbook bias, and a list of conferences dealing with bias in educational materials.

Froschl, Merle, and Jane Williamson. *Feminist Resources for Schools and Colleges: A Guide to Curricular Materials*. Old Westbury, N.Y.: The Feminist Press, 1977. This is an annotated bibliography of nonsexist books, pamphlets, articles, and other materials for teachers and students, pre-school through higher education. Five major divisions include overview (basic readings, book studies, law, sports, and strategies for change), pre-school and elementary education, secondary education, higher education, and sources for further information.

"Guidelines for Improving the Image of Women in Textbooks." Glenview, Ill.: Scott, Foresman and Company, 1972. A short set of guidelines for eliminating sexism in language of textbooks. Suggestions include not assigning abilities, traits, and activities on the basis of sex stereotypes, recognizing achievements of women, and giving women equal respect with men. Recommendations for avoiding sexist language are also included.

Henriksen, Emmaline, and William Patton. "Guidelines for Using Racist/Sexist Materials in the Classroom." Kent, Ohio: KEDS General Assistance Center, 1976. Positive guidelines for teachers when using discriminatory textbooks and curricular materials. The guidelines list several steps and strategies to counter stereotyping in education. Expansion of the contributions made by women and minorities should be done in specific lessons.

"Influences of a Pronoun Gender in a Story." TS., n.p., n.d. An exercise for students of all ages demonstrating how pronoun gender affects grammatical structure and story content. The students must analyze eight elements of story content. Complete teacher instructions are included.

"Language," excerpted from *Guidelines for Sex Fair Vocational Education Materials*. By Women on Words and Images. Washington, D.C.: Department of Education, n.d. In the first section of these guidelines, examples are presented illustrating sexist stereotypes. Specific substitute terms are suggested that support sex-fair language.

MacGregor, Molly, Bette Morgan, and Mary Ruthsdotter. *Women's History Lesson Plan Sets*. Santa Rosa, Calif.: Women's Educational Equity Act, n.d. A set of lesson plans, chronologies, and annotated bibliographies to facilitate a fusion of women's multi-cultural history with standard classroom materials for social studies, language, and art units. The materials are organized into three different historical eras—1776, 1849, and 1920—and give a women's multi-cultural history along with the general history background. Materials are for grades 7 through 12 and also for elementary grades.

Nelson, Margaret F., and Frances M. Walton. *Ohoyo Ikhana: A Bibliography of American Indian-Alaska Native Curriculum Materials*. Washington, D.C.: Women's Educational Equity Act Program, 1982. The bibliography is intended as a tool—for teachers, school administrators, and policy makers of the dominant culture—to help incorporate into the school curriculum a broader image of American Indians and their history. The bibliography includes curriculum materials, resource materials, and periodical articles that are suited mainly for grades K-12, but it also contains some post-secondary materials.

"Packet for Educators on Nonsexist Language Arts." TS., n.p., n.d. A packet of materials for educators on nonsexist curriculum materials. Materials include: identifying nonsexist materials, nonsexist literature, identifying sex-biased materials, bibliographies of nonsexist children's books, alternatives to sexist language, and changing stereotyped textbooks and their impact.

"Packet for Teachers and Educators on Sex Fairness in Educational Materials and Methods." TS., n.p., n.d. A packet of materials for teachers and educators on sex fairness in education. Materials include checklists, self quiz on sexism for teachers, basic issues in bias in instructional materials, and material on recognizing sexist behaviors.

Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Englewood Cliffs, N.J.: Prentice-Hall, 1983. This resource book is geared for elementary and middle school teachers; it contains activities that help students recognize and change inequalities based on race, sex, class, age, and competitive individualism. It promotes academic and interpersonal equity among students and makes the classroom, school, community, and media learning laboratories examine examples of possible discrimination. Learning activities (for grades 3 through 8) are coded according to subject areas and are organized to fit into the year's curriculum. Also includes a comprehensive bibliography.

"Sex Bias in Teacher Expectations and Behaviors: Awareness and Classroom Action Strategies." Denver, Colo.: Institute for Equality in Education, n.d. A series of worksheets for teachers and instructional personnel on the subject of sex bias and teacher awareness. The worksheets are adaptable to a workshop format and consist of 11 separate topics. Behavior inventories, discussion questions, and problem solving are included in the worksheet projects. Appendices with supplementary worksheets are also included.

Shaffer, Susan Morris, and Barbara J. A. Gordon, comp. *Resource Notebook*. Washington, D.C.: Mid-Atlantic Center for Sex Equity, 1980. A sourcebook for materials on sex equity for educators. The book includes a complete listing of services provided by organizations on Title IX and sex equity; specifically, educational programs and teaching strategies, textbook and instructional materials for the classroom, vocational/technical education, physical education and athletics, career development, and community resources. Also included are descriptions of organizations that provide Title IX and sex equity resources.

Smith, Amanda J. *New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education: Reflections and Recommendations*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980. This book describes the story of the New Pioneers program to expand sex-role expectation in education and explains the system on the various levels of state education agencies, local education agencies, and teacher education groups. The New Pioneers' philosophical approach for each of the three components is also explained. Part IV of the book consists of planning guides for local education agency teams, seminar leaders, teacher education institution teams, state staff, and individual teachers.

----------. *New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education: Seminar Leader's Handbook*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1980. A twenty-hour course for educators designed to expand the sex-role expectations of students in the elementary and secondary levels. Educators will learn to identify bias in instructional materials and in language, and to study the elimination of sex bias in various areas, such as vocational education, physical education, and the work place. Educators will also explore their own personal views of sex roles and sex stereotyping.

"Specific Classroom Exercises on Nonsexist Language." TS., n.p., n.d. A series of classroom exercises on recognizing and eliminating sexist language from common usage by students. Exercises include sexist myth explosion for young children, fairy tales, and recognizing sex bias in textbooks.

"Suggested Activities for Math and Science," TS., n.p., n.d. Materials for teachers of math and science to aid a nonsexist approach to teaching these subjects. Materials are primarily for secondary students but other levels are also included. Materials include lists of occupations in the math/science areas, activities for teachers to illustrate women in science, and bibliographies.

Today's Changing Roles: An Approach to Nonsexist Teaching. By the Educational Challenges, Inc. Washington, D.C.: The National Foundation for the Improvement of Education, 1974. This book provides teachers and students with materials to identify, explore, and evaluate today's changing sex roles. Elementary, intermediate, and secondary students are asked to view the world around them to identify sex-role stereotypes and their meaning in our lives. These resources are open ended and inquiry-based, rather than providing set answers. Through analysis of history and contemporary events, surveys of the media and readings in literature, the student is able to put into perspective today's changing roles. Teachers can use this material to supplement existing sexist curriculum in language arts and social studies.

Women's History Curriculum Guide. Santa Rosa, Calif.: National Women's History Week Project, 1982. A guide for teachers describing activities for celebrating National Women's History Week. Activities for grades K-12 are included (dramatic enactments, biographies, discussion questions, puzzles, games, personal history questionnaires); also, bibliographies for elementary and secondary levels.

SECTION 5: SOURCE MATERIALS FOR POSTSECONDARY EDUCATION, GENERAL

Coffin, Gregory C., and Ruth B. Ekstrom. *Aspirations, Experience, and Roadblocks to the Hiring of Women in Educational Administration*. Arlington, Va.: ERIC Document Reproduction Service, 1977. Sixty-four women who hold positions in educational administration completed questionnaires describing themselves, their professional aspirations, their experience in seeking employment as administrators, the roadblocks they believe limit their careers, and the factors that have contributed to their success. Almost all the respondents hold one or more advanced degrees; 50% have doctorates. Two-thirds are employed as superintendents, assistant, or other central office administrative positions. Sex discrimination, predetermined appointments, and negative attitudes of the hiring authorities were the major roadblocks reported. These interacted with age and race discrimination. Personal traits such as hard work, competence, good health, vigor and stamina, interpersonal and human relations skills, and persistence were identified as major factors leading to success.

Coursen, David. *Women and Minorities in Administration*. Arlington, Va.: ERIC Document Reproduction Service, 1975. Literature on the role of women and minorities in school administration indicated that they both suffer from role stereotypes, although the stereotypes are somewhat different. Current literature on minority groups is limited almost entirely to discussion of Blacks; the status of other racial minorities has been largely ignored. The role of Blacks in administration has been severely limited by practices that exclude Blacks from positions that involve supervision of white teachers or students. Women have been constrained by the belief that executive responsibilities conflict with the primary goal and responsibility of all women, which is to bear and raise children. Correcting the current situation will require the public schools to make an institutional commitment to the implementation of new hiring practices. Discrimination against minorities and women in school administration will cease only when sex and race are irrelevant in hiring and promotion.

Criswell, Larry W., ed. *Socialization and Training into the School Administrative Role*. Arlington, Va.: ERIC Document Reproduction Service, 1975. The three papers in this collection describe the process of socialization that results in the attainment of a school superintendency. These articles deal with the vice-principalship as a stepping stone to higher office and with the lack of success that minority group members and women experience in educational administration advancement. The editor concludes that the attainment of the superintendency positions is dependent on a specific career pattern; that the upward mobility process is complex and highly selective; that advancement is dependent on preliminary positions held, as well as on the length of time each position is held; that failure to observe the process results in the exclusion of certain groups such as minorities and women; and that career patterns may be systematically established by the excluded groups that are different from the traditional patterns.

Davis, Barbara Hillyer, Kristen Watts-Penney, and Elsa Aguirre de Tolnay, ed. *The Linking Women's Resources Handbook*. Norman, Okla.: Women's Studies Program, University of Oklahoma, 1983. This is the handbook from the FIPSE grant project, "Linking Women's Resources" and it focuses on classroom-community resource development. The handbook describes how the University of Oklahoma Women's Studies Program and the community-based Women's Resource Center worked together to build a course that would give students a practical experience and also develop academic research skills. The model includes step-by-step guides for implementing such a campus-community project in other settings.

Fair, Martha H. "Title IX in Colorado: Sex Equity in Education." Denver, Colo.: Colorado Department of Education, Community Services Unit, 1977. A collection of workshop materials for school personnel designed to familiarize them with Title IX rules and regulations and to provide an opportunity for school personnel to evaluate their district's needs in order to develop a plan for compliance with the provisions of Title IX.

Gappa, Judith M. *Improving Equity in Postsecondary Education: New Directions for Leadership*. Washington, D.C.: National Institute of Education, 1977. A report from a workshop on equity in post-secondary education. The report is divided into two major sections: 1) a review of the current status of equity in post-secondary education; and 2) a projection of possible new directions for research and leadership. Citations from literature and a bibliography are also included.

Lawrence, Dorothy, and Marcile N. Wood, comp. *Everything You Always Wanted to Know . . . Sex Equity in Vocational Education in Colorado*. Denver, Colo.: State Board for Community Colleges and Occupational Education, 1979. A reference publication by the State Board for Community Colleges and Occupational Education on Vocational Education and Sex Equity. Reference 1 contains sex-equity status summaries on students, teachers, administrators; also, data on the underutilization of males/females. Statistics on numbers of female vocational education administrators, underutilization of female staff in vocational education, and numbers of female students in vocational education. Reference 2 contains legal and legislative materials on sex equity and vocational education including the Colorado Constitution, section 29, Colorado Executive Order on Equal Opportunity and Affirmative Action, a summary of Sex Equity Federal Law PL 94-482 (1976), and a reprint of the Federal Register for March 21, 1979.

Lerner, Gerda. *Teaching Women's History*. Washington, D.C.: American Historical Association, 1981. A pamphlet for college and university teachers on teaching women's history. The pamphlet describes numerous topics and provides a bibliography for resources on teaching these topics. Some of the subject areas discussed include women in the work force, women in religious life, women in education, woman suffrage, and women of color.

Mayer, Deborah, James Mercer, and Cynthia Valentine. *Projects for Providing Sex Fair Education: A Planning and Implementing Guide*. Denver, Colo.: Institute for Equality in Education, University of Colorado at Denver, 1978. This book is designed to be of assistance to those persons participating in the Institute's training, but all educators interested in providing sex-fair educational opportunities will find it useful. The Institute for Equality in Education sponsors a series of workshops for school district representatives to plan projects to be implemented in the school district. This booklet is designed to help school district personnel implement projects on nonsexist education. Topics covered are steps for planning and selecting projects, steps to implement various projects, outcomes possible from projects, and examples of effective and successful projects.

Zubin, Judy. *Developing Women's Management Programs: A Guide to Professional Job Reentry for Women*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1982. This guide details how to set up a program to train college-educated women (who have been out of the work force) to re-enter the professional workforce. It is designed as a curriculum guide for colleges wishing to set up such a program of job re-entry, and includes such topics as staffing, developing internships for professional re-entry students, selecting students, and the design of the training course.

SECTION 6: SOURCE MATERIALS FOR POSTSECONDARY EDUCATION LIBRARIANS

"Checklist for Analyzing A School Library/Learning Resource Center." TS., n.p., n.d. A 13-item checklist for analyzing a school library for availability of nonsexist literature and sex-fair materials. Also attached are lists of occupations of adult males and adult females, as found in books studied before 1972, showing large discrepancies between the number and variety of jobs between the two sexes.

Froede, Joan. *Providing Sex-Fair Education: A Workshop Module for Library Media Specialists*. Denver, Colo.: Institute for Equality in Education, 1978. A manual for a workshop for library media specialists on sex equity in educational materials. The workshop is designed as a one-day training course and includes worksheet handouts, a media presentation, and oral presentations by the workshop leader. Topics to be covered in the workshop include evaluating sexism in beginner books, identifying nonsexist materials, audiovisual materials, and planning to promote sex equity. The goal of the workshop is to introduce school library media specialists to the problem of sexist school materials, to show methods of eliminating this problem, and to implement full compliance with Title IX.

Nilsen, Alleen Pace, and Karen Beyard Tyler. *Promoting Educational Equity Through School Libraries*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1978. A series of modules for school librarians to enable the study of the problem of sexism in school materials. The focus of the study is to promote educational equity through school libraries. Module 2 (Sexism and Sex-Role Stereotyping in School Materials) emphasizes the following problems: how school materials communicate sexist ideas and sex-role stereotypes, the sexist language and illustrations of school materials, and sex-role stereotyping in instructional materials. Module 3 (Sex-Fair Instructional Materials) describes what school librarians can do to counterbalance numerous sex-biased instructional materials—they can search out and acquire materials that are sex fair. The module outlines and describes the positive characteristics librarians can look for in content, language, and illustrations. Module 4 (Sex-Fair Resources for School Libraries) gives sources of information for acquiring sex-fair instructional materials and explains how traditional reference sources are inadequate. Module 5 (Educational Equity in the Library) helps librarians to promote educational equity through their work as the school media specialist "behind the scenes," and through their interaction with students, faculty, and staff.

"Sex-Fair Instructional Materials." TS., n.p., n.d. A short article for school librarians and teachers explaining what they should look for in content, language, and illustrations in school materials. The article demonstrates what characteristics of school materials communicate sex-fair ideas; when language is sex fair; and when illustrations in school materials are sex fair.

SECTION 7: SOURCE MATERIALS FOR POSTSECONDARY EDUCATION COUNSELORS

Campbell, Patricia B. "Sex Bias in Research and Measurement: A Type III Error." Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. This module on sex stereotyping in research and measurement is composed of a 25-minute tape, six transparency masters, and three handouts with a bibliography. Topics include: 1) sources of bias in testing; 2) vocational interest inventories; 3) females and males in achievement tests; 4) test items; 5) post hoc fallacy; and 6) bias-damaged research. This module is part of a series of instructional modules on sex-role stereotyping in education designed for educators, teachers, and administrators.

Dewey, Cindy Rice. "Exploring Interests: A Non-Sexist Method." *Personnel and Guidance Journal*, 52, No. 5 (1974), 311-315. The NSVCS (Non-Sexist Vocational Card Sort), a nonsexist vocational counseling technique that gives a greater range of vocational choices to both sexes, is described in this short article. The approach offers the same vocational alternatives to both sexes, and uses the process orientation technique to explore biases. Occupations are coded according to Holland's six personality types. The NSVCS focuses on the criteria the client is using to make a vocational decision, while involving the client actively in the process.

Gardner, Jo-ann. "Sexist Counseling Must Stop." *Personnel and Guidance Journal*, 49, No. 9 (1971), 705-713. A short article advising school counselors on nonsexist counseling methods. The author advocates feminist counseling and provides statistics documenting the oppression of females in the workforce. Counselors are advised to raise their consciousness of feminist issues so that they can be truly helpful to women.

"Guidance and Counseling Suggested Resources." TS., n.p., n.d. A two-page bibliography of suggested resources for public school guidance counselors.

Liggett, Twila Christensen, Patricia L. Stevens Romero, and Nan Schweiger Schmeling. *The Whole Person Book: Toward Self-Discovery and Life Options*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1979. Materials for a career planning and self discovery workshop consisting of a facilitator's guide, activity plans, and learner materials. The materials are arranged in a facilitator/learner organization where facilitators can be teachers, counselors, or parents, and learners may be students, parents, school staff members, or school board members. The facilitator's guide includes philosophy, methodology, and implementation sections. The activity plans include activities in self-exploration, decision making, and life planning. Learner materials include interest surveys, career knowledge quizzes, values inventories, and a career information questionnaire.

Mills, Gladys H. *Bibliography: Career Education*. Denver, Colo.: Education Commission of the States, n.d. A bibliography listing materials useful to educators and students interested in career education and career planning.

Myrick, Robert D., and Linda S. Moni, ed. "The Counselor's Workshop: Sex Role Stereotyping in Career Awareness." *Elementary School Guidance and Counseling*, December 1973, 135-139. A short article for elementary school teachers and counselors on sexism and stereotyping in career counseling. Included are a few activities designed for elementary students to increase their awareness of career possibilities and to avoid sex-role stereotyping.

"Packet for Counselors on Nonsexist Counseling Techniques and Materials." TS., n.p., n.d. A packet for counselors of secondary students and for vocational education counselors. Materials include hypothetical problem solving, attitude and issue inventories, and a checklist for assessing bias in the counseling process. An exercise for students/clients is included.

"Responses of High School Counselors to Sex-Role Stereotypes." *Research News*, June 1973, 13-14. A short article on sexist counseling by high school counselors. Data show that the counselor's own sex influences her/his attitudes and that counselors of both sexes should be employed by high schools. The study described in the article was designed to determine if there is a consistent pattern by which male counselors differed from female counselors in their treatment of students.

Scott, Nancy A. "Assertiveness Training Materials." Denver, Colo.: Institute for Equality in Education, University of Colorado at Denver, 1979. Materials for an assertiveness training workshop, including an assertiveness inventory, multiple choice questions, and ideas for changing behavior.

----------. "Counselor . . . Is Your Bias Showing?" Denver, Colo.: Institute for Equality in Education, University of Colorado at Denver, n.d. Research demonstrates that sex bias in counseling females does exist: it appears in counselor bias, counseling practices, counselor knowledge about women in the world of work, and in counseling materials.

A User's Manual for Career Motivation and Achievement Planning. By the Career Motivation Project Staff. N.p.: National Institute of Education, 1981. The C-MAP (Career Motivation and Achievement Planning) is a measure of career commitment and motivation that can be used by counselors and teachers to help high school students of both sexes to realize their full potential and make informed life role choices. The C-MAP assesses long-range career commitment, short-range mastery motivation, and level of career/educational aspiration. It also assesses different patterns of background, and personal and environmental characteristics associated with these three aspects of career and achievement motivation. The C-MAP is a paper and pencil inventory of 109 items to which the students respond with a number indicating the amount of agreement or disagreement the student feels. The measure also evaluates three motivation subscales and 16 related subscales, such as math/verbal ability, personal characteristics, and environmental factors.

SECTION 8: BIBLIOGRAPHIES AND FILMOGRAPHIES

Anderson, Owanah P., and Sedelta D. Verble, ed. *Resource Guide of American Indian and Alaska Native Women*. Newton, Mass.: Women's Educational Equity Act Publishing Center, 1981. An alphabetical listing of American Indian and Alaska native women. Includes address, occupation, Indian activities, women's advocacy, and main interests.

Films: A Catalogue of Films for Schools, Colleges, and Libraries. New York: Learning Corporation of America, n.d. Catalogue of films for schools, colleges, and libraries. Topics of the films available include social studies, world history and culture, environment and ecology, American history, art, music, literature, and human relations.

Hulme, Marylin A. *Sourcebook for Sex Equality Small Presses, Bibliographic Series, I: An Annotated Listing of Small*

Presses and Alternative Sources for Books and Media. New Brunswick, N.J.: Training Institute for Sex Desegregation of the Public Schools, 1977. A sourcebook for librarians and teachers on lesser-known sources of nonsexist textbooks and materials. The following categories are included: general, children's literature, literature, humanities, fine arts, health, science and math, and social studies.

----------. *Sourcebook for Sex Equality Small Presses, Bibliographic Series, 2: An Annotated Listing of Small Presses and Alternative Sources for Books and Media*. New Brunswick, N.J.: Training Institute for Sex Desegregation of the Public Schools, 1977. An annotated bibliography to help educators and workshop leaders locate materials on sex equality for in-service training workshops. Included are film media, affirmative action materials, counseling and human relations materials, and guidelines for the classroom.

Mills, Gladys H. *Bibliography: Equal Educational Opportunity: Myth or Reality?* Denver, Colo.: Education Commission of the States, 1975. This bibliography is intended primarily to assist school administrators, legislators, governors, and others in identifying documents already in their libraries that may assist them in decision making. The bibliography is divided into five categories of discrimination: ethnic/racial, economic status, sex, age, and exceptional needs. The bibliography provides background materials on the issues; promising practices and models; and implementation responsibility and accountability.

Newman, Joan E. *Girls Are People Too! A Bibliography of Nontraditional Female Roles in Children's Books*. Metuchen, N.J.: Scarecrow Press, Inc., 1982. The major criteria for inclusion in this selective bibliography of 500 children's books are the female characters' nontraditional personality traits—adventurousness, persistence, self-confidence, independence, creativity, pride, courage, and individualism. Works of fiction published within the last ten years form its nucleus; nonfiction books are also included. The bibliography is arranged according to age group and minority. The books are rated on the basis of both literary quality and nontraditional female role strength.

Scheibner, Barbara C., comp. *Sexism in Education: A Bibliography*. Proc. of a University of Northern Colorado Annual Mid-year Education Conference. Greeley, Colo.: University of Northern Colorado, 1977. A bibliography of resources on sexism in the educational environment and on children and youth-directed materials. Both print and nonprint resources are included.

Shaffer, Susan Morris, comp. *Spotlight on Sex Equity: A Filmography*. Washington, D.C.: The Mid-Atlantic Center for Sex Equity, 1980. This filmography, an annotated listing of sex equity media resources appropriate for educators, was developed in 1980 and updated in 1982 to include many new available films. This edition describes slide-tape presentations and filmstrips as well as films. The filmography is divided into categories including history, legal status, male sex-role stereotyping, and nonsexist curriculum.

"Sources for Non-Sexist Materials." Denver, Colo.: The Institute for Equality in Education, University of Colorado at Denver, 1978. A list of publishing companies, women's resource centers, and film companies specializing in the changing roles of men and women, and sexism in education.

Spiegel, Jeanne. *Sex Role Concepts: How Women and Men See Themselves and Each Other*. Washington, D.C.: Business and Professional Women's Foundation, 1969. Annotated bibliography on sex-role concepts, including books, pamphlets, reports, periodicals, and unpublished dissertations.

Women and Literature: An Annotated Bibliography of Women Writers (Third Edition). By the Women and Literature Collective. Cambridge, Mass.: Women and Literature Collective, 1976. An annotated bibliography of women writers arranged into categories of American (pre-nineteenth century to present), British (pre-nineteenth century to present), and International (Africa, Asia, Australia, Canada, France, Germany, Ireland, Israel, Italy, Japan, Latin America, New Zealand, Russia, Spain, and Scandinavia).

Women and Literature: An Annotated Bibliography of Women Writers. Cambridge, Mass.: The Sense and Sensibility Collective, 1973. An annotated bibliography of twentieth-century women writers and their works.

SOURCES FOR BIBLIOGRAPHY AND READING LISTS

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

American Historical Association
400 A Street, S.E.
Washington, D.C. 20003

American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

Brighton Public Schools
District 27-J
Brighton, CO 80601

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Center for Law and Education
Harvard University, Latsen Hall
14 Appian Way
Cambridge, MA 02138

Center for Research on Women
Wellesley College
Wellesley, MA 02181

Center for Rural Manpower and Public Affairs
Michigan State University
East Lansing, MI 48823

Center for the Study, Education, and Advancement of Women
Room 112, Building T-9
University of California
Berkeley, CA 94720

Chandler and Sharp Publishers, Inc.
11A Commercial Boulevard
Novato, CA 94947

Chicago Women in Publishing
P.O. Box 11837
Chicago, IL 60611

Citizen's Advisory Council on the Status of Women
Room 1336 Department of Labor Building
Washington, D.C. 20210

Colorado Department of Education
201 E. Colfax
Denver, CO 80202

Council of Chief State School Officers
379 Hall of the States
400 N. Capital Street, N.W.
Washington, D.C. 20001

The Council of State Governments
Iron Works Pike
P.O. Box 11910
Lexington, KY 40578

Council on Interracial Books for Children
1841 Broadway
New York, NY 10023

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, CO 80309

Diana Press, Inc. (now available from)
Inland Books
22 Hemingway Avenue
East Haven, CT 06512

Doubleday and Company, Inc.
501 Franklin Avenue
Garden City, NY 11530

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80203

Educational Testing Service Publications
Princeton, NJ 08540

ERIC Clearinghouse on Teacher Education
1 Dupont Circle, N.W., Room 616
Washington, D.C. 20036

ERIC Document Reproduction Service
Computer Microfilm International Corporation
P.O. Box 190
Arlington, VA 22210

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

The Feminist Press
Box 334
Old Westbury, NY 11568

Gene Boyer
218 Front Street
Beaver Dam, WI 53916

George Allen and Unwin Ltd.
40 Museum Street
London, WC1A 1LU, U.K.

Harvard University Press
79 Garden Street
Cambridge, MA 02138

Home Economics Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

The Inkling Press, Inc.
990 West 41st Avenue
Denver, CO 80211

Institute for Equality in Education
University of Colorado at Denver
2199 University Boulevard
Denver, CO 80209

Institute on Pluralism and Group Identity
American Jewish Community
165 East 56th Street
New York, NY 10022

The Instructo Corporation (now available from)
The Judy Company
4325 Hiawatha Avenue
Minneapolis, MN 55406

Journal of Applied Social Psychology
V. H. Winston & Sons, Inc.
7961 Eastern Avenue
Silver Spring, MD 20910

Know, Inc.
P.O. Box 86031
Pittsburgh, PA 15221

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10019

Mid-Atlantic Center for Sex Equity
The American University
Foxhall Square Building, Suite 224
3301 New Mexico Avenue, N.W.
Washington, D.C. 20016

National Advisory Council on Women's Educational Programs
1832 M Street, N.W.
Washington, D.C. 20036

National Association of State Directors of Special Education, Inc.
1201 16th Street, N.W., Suite 610E
Washington, D.C. 20036

National Council of Negro Women
New York Office
815 Second Avenue
New York, NY 10017

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

The National Foundation for the Improvement of Education
Suite 918
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

The National Women's Hall of Fame
76 Fall Street
P.O. Box 335
Seneca Falls, NY 13148

National Women's History Week Project
P.O. Box 3716
Santa Rosa, CA 95402

New Sibylline Books, Inc.
Box 266
Village Station
New York, NY 10014

Ohoyo Resource Center
2301 Midwestern Parkway, Suite 214
Wichita Falls, TX 76308

PEER Project on Equal Education Rights
1029 Vermont Avenue, N.W., Suite 800
Washington, D.C. 20005

Pergamon Press, Inc.
Maxwell House
Fairview Park
Elmsford, NY 10523

Personnel and Guidance Journal
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Pocket Books
Gulf and Western Corp.
1230 Avenue of the Americas
New York, NY 10020

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009

Racism and Sexism Resource Center for Education
Council on Interracial Books for Children, Inc.
1841 Broadway
New York, NY 10023

Research News
Office of Research Administration
University of Michigan
Ann Arbor, MI 48104

Resource Center on Sex Roles in Education
1156 15th Street, N.W.
Washington, D.C. 20005

The Scarecrow Press, Inc.
52 Liberty Street
P.O. Box 656
Metuchen, NJ 08840

The Sense and Sensibility Collective
57 Ellery Street
Cambridge, MA 02138

State Board for Community Colleges and Occupational Education
207 State Services Building
1525 Sherman Street
Denver, CO 80203

Summit Books
Simon and Schuster Building
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Title IX Sex Equity Project
Colorado Department of Education
201 East Colfax Room 504
Denver, CO 80203

Training Institute for Sex Desegregation of the Public Schools
Federation Hall, Douglass Campus
University Extension Division
Rutgers University
New Brunswick, NJ 08903

Transaction Books
Rutgers—The State University
New Brunswick, NJ 08903

U.S. Commission on Civil Rights
Washington, D.C. 20425

The University Council for Educational Administration
29 West Woodruff Avenue
Columbus, OH 43210

William Byrd Press, Inc.
2901 Byrd Hill Road
P.O. Box 27481
Richmond, VA 23261

Women and Literature Collective
Box 441
Cambridge, MA 02138

Women in World Area Studies
6425 W. 23rd Street
St. Louis Park, MN 55426

Women on Words and Images
P.O. Box 2163
Princeton, NJ 08540

Women's Educational Equity Act Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Women's Studies Program
Washington State University
Pullman, WA 99164

Women's Studies Program and Policy Center
George Washington University
2025 Eye Street, N.W., Room 212
Washington, D.C. 20052